MODULE 1: DOWNLOADABLE PACKET

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MODULE 1: OVERVIEW OF ACADEMIC WRITING COURSES
Course Orientation

COURSE ORIENTATION: OVERVIEW AND TO-DO LIST



Overview

Let's learn about this course!



Objective

This introduction to the course will give you an orientation so you know what the course is about and how to go through it.



To-Do List

Below are the tasks you need to complete in the Course Orientation with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks.

Course Orientation

- On the Welcome to the Course page, watch the video and read the introductions of two academic writing teachers who developed the content presented in this course (15 minutes)
- Read the Course Information and Overview page (15 minutes)
- Respond to the discussion forum Introduce Yourself Here (20 minutes)
- Complete the Pre-Course Background Survey (10 minutes)
- Complete the Pre-Course Diagnostic Quiz (20 minutes)

"Module Overview", "Module Objectives" and "To Do List" by Iowa State University are licensed under CC BY 4.0.

WELCOME TO THE COURSE

On behalf of Iowa State University, we would like to welcome you to the course!

In this course, you will be able to explore content on teaching academic writing. You will also learn from classmates from all around the world! Our goal is to provide an environment where you can share your experiences and apply principles from the course to meet your own academic writing teaching and course design goals.

This course was developed by a team of instructors and course designers at Iowa State University, including Sarah Davis and Amy Walton who welcome you to the course in the video below.

Video: Welcome to the Course!

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Welcome to the Course Video where we introduce the course.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Sarah:
On behalf of Iowa State University, we would like to welcome you to the course "Developing and Teaching Academic Writing." Our goal is to provide an environment where you can share your experiences and apply principles from the course to help you meet your own academic writing teaching and course design goals.

To start, we would like to introduce ourselves and explain the expectations that will support your success in this course.

My name is Sarah Davis. I am an Associate Teaching Professor for the Department of English at Iowa State University. I am the course coordinator for Advanced Academic Writing in English for Speakers of other Languages, and I specialize in cross-cultural academic communications and composition.

Amy:
My name is Amy Walton. I am the Assistant Director of ISUComm Foundation Courses and an Associate Teaching Professor for the English Department at Iowa State. I train new writing instructors and teach courses in composition, literacy, grammar, English as a Second Language (ESL), ESL methods, and writing methods. I have also taught English and French at the high school level.

In this course, you will be able to explore content on teaching academic writing and learn from peers from all around the world! By the end of the course, you will have built a syllabus and writing instruction tools that you can use in your current and future teaching.

Amy:
We want this course to give you multiple opportunities to learn and grow professionally. You will learn not only from us, but also from each other because you will bring unique perspectives from your own knowledge and experiences. It is important that learning continues – not only for you, but also for others around the world. We are sure that you'll be in a great position to share your knowledge about teaching academic writing once you complete this course. So, we will encourage you to think about how you may be able to do that and come up with an action plan.

Sarah:
The Course Information and Overview page gives you some details about the topics of the course, about the flow of the modules, and about planning your study so that you finish the course on time.

Amy:
We look forward to working with you!

You will see Sarah Davis and Amy Walton in our videos and content pages - so, let's meet them!

Sarah Davis	Amy Walton
 "Sarah Davis" by Sarah Davis is licensed under CC BY 4.0 I am an Associate Teaching Professor for the Department of English at Iowa State University. I am the course coordinator for Advanced Academic Writing in English for Speakers of other Languages and I specialize in cross-cultural academic communications and composition. I have a B.A. in English Literature from the University of California Berkeley and a Masters in Applied Linguistics/TESL from Iowa State University. I have traveled and worked in many parts of the world, including China, Ghana, Thailand, the Middle East, and Cuba. I enjoy doing anything outdoors, especially bicycling. I play and coach Ultimate Frisbee and enjoy mountain biking, camping, disc golf, and rock climbing.	 "Amy Walton" by Erin Todey is licensed under CC BY 4.0 I am the Assistant Director of ISUComm Foundation Courses and an Associate Teaching Professor for the English Department at Iowa State. While working at the university, I have taught courses in composition, literacy, grammar, English as a Second Language (ESL), ESL methods, and writing methods. Before coming to Iowa State, I taught secondary French, English, and Computer Science. I received my MA in Teaching English to Speakers of Other Languages at Iowa State, specializing in Computer-Assisted Language Learning and Literacy. I enjoy cooking, gardening, walking, and spending time with my family and friends.

COURSE INFORMATION AND OVERVIEW

Developing and Teaching Academic Writing Courses

In order to navigate this course, please become familiar with its structure and flow.

As you can see in the Developing and Teaching Academic Writing Course Overview Infographic below, the course is comprised of 5 learning modules. Each module focuses on a particular topic presented in a sequence of two sub-topics. The topics are listed under MODULE TOPICS in the infographic.

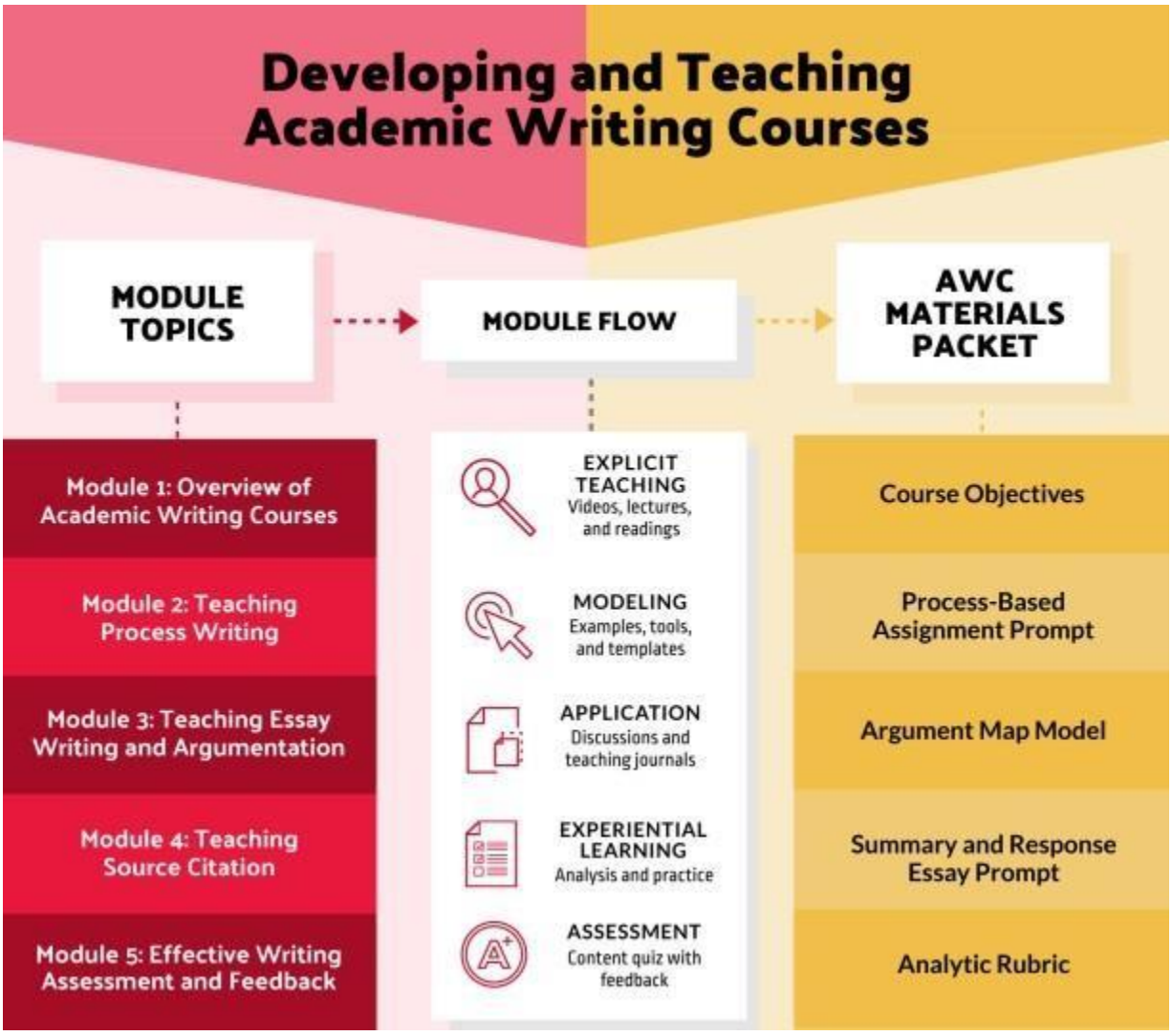
Your learning of each topic is supported by the same set of instructional strategies: Explicit Teaching, Modeling, Application, Experiential Learning, and Assessment. These strategies are associated with specific materials and tasks and are shown under MODULE FLOW.

Each module's learning and assessment activities build on one another to prepare you to develop a component of an Academic Writing Course (AWC) Materials Packet. This is an optional assignment, for which you will be encouraged to keep a teaching journal. Throughout the course, you will create

different materials and will enter them into your teaching journal. In the last module, you will combine all those materials into a packet. After the course, you will be able to use the materials from your packet in the classroom. You will also be able to share your materials with other professionals more broadly. The materials to be created are listed under AWC MATERIALS PACKET.

All modules have a similar structure. Each module begins with an overview in a Getting Started section that introduces the learning objectives and topics. The content learning sections follow. They contain specific topic sections with a range of engagement, modeling, experiential application, or assessment tasks. The final section is a Review and will wrap up with a summary video and an automatically graded quiz with feedback.

Handout: Developing and Teaching Academic Writing Course Overview Infographic



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OPTIONAL DISCUSSION: INTRODUCE YOURSELF HERE

Let's introduce ourselves!

During the next 5 weeks of this course, we will ask you to interact with each other in discussion forums. Participating in discussions is much easier and more motivating when you know at least a little bit about your peers.

Tell us about yourself first. You may want to add a photo of yourself to your post, but this is not required. You may also revisit how the developers of this course introduce themselves.

You may choose to share any information you feel comfortable sharing. Here are some questions that will help you get started:

- What is your name? How do you want your peers to address you? (for example, "Please feel free to call me Liz.")
- Where are you from?
- What do you do for your job?
- What role does writing play in your academic or professional life?
- Why are you taking this course? What are you hoping to create or apply in your own teaching context?
- Would you like to share something about your hobbies, interests, or anything else?



"Hello" by Vladislav Klapin via Unsplash is licensed under the Unsplash license

Write your answers to these questions as a text. If you prefer to introduce yourself orally, and if you have a device that can record a short audio or video of you speaking, upload the video file along with your text. Your discussion post should be between 200 and 300 words.

>>>> Please note that this discussion can only be completed in Canvas. <<<<

Optional: Additional engagement

Read other participants' introductions and respond to at least one of their posts. When you respond, it would be great if you could engage actively. In other words, try to comment on what your peer(s) said, add additional information, and/or ask a question. If you have time, reply to the responses on your own post.

>>>> Please note that this discussion can only be completed in Canvas. <<<

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PRE-COURSE DIAGNOSTIC QUIZ

 **Take a Diagnostic Quiz!**

Take this Pre-Course Diagnostic Quiz to help us identify your strengths and needs so that we can provide instruction to address your learning needs. You can take it as many times as you need, but this quiz will not be graded.
At the end of the course, you will take a course post-course test aimed to measure how much you learned.

>>>> Please note that this quiz can only be completed in Canvas. <<<<<

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Module 1: Getting Started

MODULE 1: OVERVIEW AND TO-DO LIST

 **Overview**
Let's work on Module 1: Overview of Academic Writing Courses!

 **Module Objectives**

This module targets Course Objective 1: Develop an understanding of the core components of an academic writing course.

By the end of the module, you will be able to accomplish the following Module Objectives:

- **1.1** Identify core components of academic writing courses
- **1.2** Demonstrate understanding of the variety of approaches to teaching academic writing
- **1.3** Apply key concepts, models, and tools to specify objectives for an academic writing course syllabus.

To-Do List

Below are the tasks you need to complete in Module 1 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 1: Getting Started

- Read this Module 1: Overview and To-Do List page (10 minutes)
    - Watch the Module 1: Introduction video (10 minutes)

Module 1: Academic Writing Courses

- Watch the short videos following the Module 1: Academic Writing Courses page
    - Module 1: What Is Academic Writing? (20 minutes)
    - Module 1: Approaches to Teaching Academic Writing Courses (20 minutes)
    - Module 1: Genre in Academic Writing (20 minutes)

Module 1: Backward Design

- Read the pages following the Module 1: Backward Design page
    - Module 1: Course Purpose and Learning Objectives (15 minutes)
    - Module 1: Assignments, Assessments, and Activities (15 minutes)
    - Module 1: Syllabi (15 minutes)
- Complete the optional task Module 1: OPTIONAL Discussion: My Academic Writing Teaching Autobiography (30 minutes)

Review

- Take the assessment on Module 1 Quiz page (30 minutes)
- Respond to the Module 1: OPTIONAL Teaching Journal: Course Objectives (45 minutes)
- Watch the Module 1: Summary video (10 minutes)

"Module Overview", "Module Objectives" and "To Do List" by Iowa State University are licensed under CC BY 4.0.

MODULE 1: INTRODUCTION

Video: Welcome to the Course!

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Module 1 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Welcome to Module 1 Overview of Academic Writing Courses!

In Module 1, we will:

- introduce you to key concepts that are important for teaching academic writing;
- get you started on your Academic Writing Course (AWC) Materials Packet.

After a general course orientation, you will learn from short video lectures and reading about:

- what academic writing is;
- approaches to teaching academic writing courses;
- genres and language of writing;
- backward design for course syllabus development.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a syllabus template;
- a syllabus sample;
- a handout with examples of learning objectives;
- a tutorial video about course objectives and schedule.

You will also have opportunities to interact with each other and engage in:

- a discussion about your academic writing as part of your Academic Writing Teaching Autobiography.

To learn 'by doing' and apply your new knowledge, you will work on Course Objectives for your AWC Materials Packet. Specifically, you will draft course objectives for an academic writing course.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 1 Quiz.

We look forward to working with you in Module 1!

Module 1: Academic Writing Courses

Let's begin learning about teaching academic writing!
In this part of Module 1, you will learn from short lectures on three main aspects of the topic Academic Writing Courses:

1. What is Academic Writing?
2. Approaches to Teaching Academic Writing Courses
3. Genres of Writing



"Serious Young Man" by drobotdean via Freepik is licensed under the Freepik license

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Optional: Additional engagement

As a warm-up, please try to come up with a definition of academic writing as you understand it. If you are unsure, make your best guess and write down any notes and questions you have.

Keep your notes until after you watch the lectures, so you can compare your ideas with those presented by the instructors.
"Optional" by Iowa State University is licensed under CC BY 4.0.

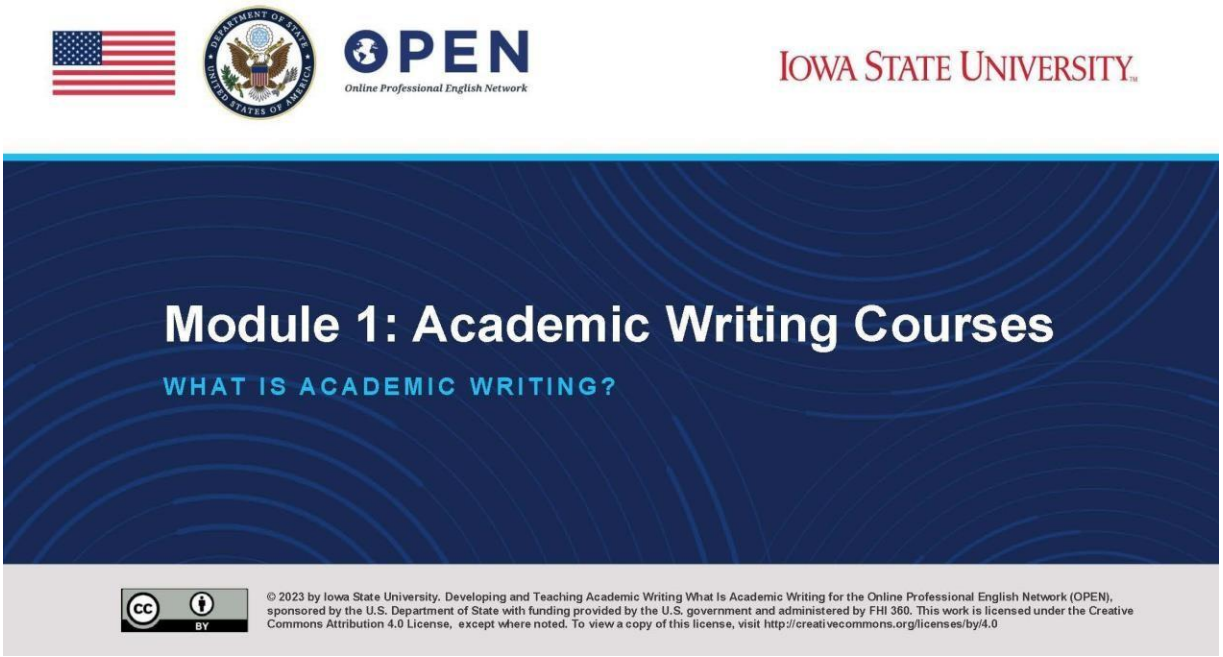
MODULE 1: WHAT IS ACADEMIC WRITING?

Video: Welcome to the Course!

Watch the first part of the lecture defining academic writing and explaining key ideas that are important for teaching academic writing.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: What is Academic Writing?



Academic writing: Key ideas





"Person holding lightbulb" by Diego PH via Unsplash is licensed under the Unsplash license

What is academic writing?

Communicating ideas and information to members of an academic community



Expert Writer

Research articles, books, grant proposals, etc.

"Man in brown jacket sitting beside brown wood table" by cottonbro via Pexels is licensed under the Pexels license



Student Writer

Essays, emails, summaries, etc.

"Happy young Asian student doing homework" by Zen Chung by cottonbro via Pexels is licensed under the Pexels license

Rhetorical situation



"Rhetorical Situation" by Iowa State University is licensed under the CC BY 4.0 license

Features of academic writing

All types of academic writing will have the following features:

- Structure
- Accuracy
- Evidence
- Objectivity
- Critical Thinking
- Formality

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Features of academic writing: Structure

Structure

- ***Thesis***: main idea the writer wants the reader to understand

Example

"The rhetorical situation will influence the type of writing, but all academic writing shares six important features."

- Content is structured to support the thesis



"Woman draw a lightbulb in white board" by Andrea Piacquadio via Pexels is licensed under the Pexels license

Features of academic writing: Evidence

Evidence

proof needed to develop a basis for the ideas

Example

Butler refers to another scholar:

"Makhubela (2000) emphasizes the need for learners to develop their ability to access information...She refers to this ability as 'information literacy'.

Butler makes his own point:

Being 'information literate' implies that students need to know which types of sources they can consult for writing assignments."



"Man sitting on blue sofa" by Austin Distel via Unsplash is licensed under the Unsplash license

Accuracy

- accurate vocabulary, precise language
  - define technical terms
  - develop and explain ideas

Example

*"Academic texts are structured around a central **thesis** – the main idea the writer wants the reader to understand."*



"Group of multiethnic coworkers discussing" by William Fortunato via Pexels is licensed under the Pexels license

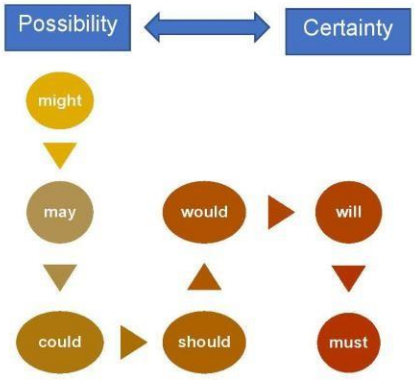
Objectivity

- considering other points of view
- not influenced by personal opinions

Compare these statements for objectivity:

Example

- *People prefer ice cream as their favorite treat.*
- *People **commonly** prefer ice cream as their favorite treat.*
- *People **may** prefer ice cream as their favorite treat.*



Formality

- use of complex sentence structures

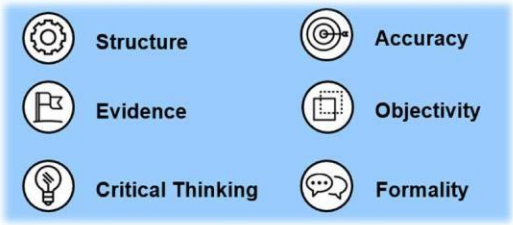
Example

*"Because academic writing must be brief but clear, the sentence structure will often be **complex**, combining more than one **clause** – or more than one idea – in a sentence."*

- combines more than one clause



"Hello neon light signage" by Pablo Gentile via Unsplash is licensed under the Unsplash license



- Features are present in all types of academic writing
- Rhetorical situation influences the use each of these features
- All approaches to teaching academic writing should address these features

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References

References I:

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Last, S. (2014). *Technical writing essentials.* Victoria, Canada: University of Victoria Digital Press. https://pressbooks.bccampus.ca/technicalwriting

References II:

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Butler, H.G. (2006). *A framework for course design in academic writing for tertiary education.* [Doctoral dissertation, University of Pretoria] University of Pretoria Repository. https://repository.up.ac.za/bitstream/handle/2263/27887/Complete.pdf?sequence=10&isAllowed=y

McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An Introduction for teachers of second language writers.* Ann Arbor, MI: The University of Michigan Press.

Text: What is Academic Writing?

SLIDE 1: TITLE
Welcome to
Module 1: Academic Writing Courses
What is Academic Writing?

SLIDE 2: ACADEMIC WRITING: KEY IDEAS
In this lecture, you will learn:
The definition of academic writing,
what rhetorical situation means,
and the six key features of academic writing.

SLIDE 3: WHAT IS ACADEMIC WRITING?
Academic writing is communicating ideas and information to members of an academic community.

Expert academic writers publish articles and write textbooks to share their research and practice, while student writers usually write to demonstrate their understanding of course material.

Student writing, especially in the United States, is often used to assess what the student has learned.

SLIDE 4: RHETORICAL SITUATION
The exact form and content of academic writing can change depending on the context.

We can look at this context as the ***rhetorical situation*** of:
who is communicating
what information
to which audience
for which purpose
and in which context.

SLIDE 5: FEATURES OF ACADEMIC WRITING
The rhetorical situation will influence type of text that gets written. However, all academic writing will have the following **features**:

- Structure;
- Evidence;
- Critical Thinking;
- Accuracy;
- Objectivity, and;
- Formality.

SLIDE 6: FEATURES OF ACADEMIC WRITING: STRUCTURE
Structure: Academic texts are structured around a central thesis – the main idea the writer wants the reader to understand.

The reader of the academic text expects the order of information to be clearly divided and organized. The divisions of an academic text – the paragraphs, or sections, or chapters – each have a clear subtopic that is related to the thesis.

For example, the thesis of this lecture is:
"The rhetorical situation will influence the type of writing, but all academic writing shares six important features."

And the content of this lecture is structured to support that thesis.

SLIDE 7: FEATURES OF ACADEMIC WRITING: EVIDENCE
New knowledge in higher education is built on the research of current academic scholars. To prove the basis for the new ideas, writers need to use evidence. For example, the scholar H.G. Butler (2006) wrote about the importance of teaching students to find information sources.

So, Butler uses a reference to another academic author, Makhubela. Butler writes,

"Makhubela (2000) emphasizes the need for learners to develop their ability to access information...She refers to this ability as 'information literacy'.

Then Butler adds a new idea. He says,

"Being 'information literate' implies that students need to know which types of sources they can consult for writing assignments."

SLIDE 8: FEATURES OF ACADEMIC WRITING: ACCURACY
Accuracy: Academic writers should choose accurate vocabulary and precise language.

All claims, ideas, and new terms must be explained so that the reader is not left to guess what the writer means.

For example, when we defined 'Structure' in this lecture, we used a new term - thesis - and then defined it like this:

> "Academic texts are structured around a central **thesis** – the main idea the writer wants the reader to understand."

SLIDE 9: FEATURES OF ACADEMIC WRITING: OBJECTIVITY
Objectivity: Even when the purpose of academic writing is to persuade the audience, writers must present the information objectively – in a way that considers others' points of view and is not influenced by personal opinions.

So, academic writers use words or phrases that soften their statements or shows a degree of doubt. - words like perhaps or probably. We also express doubt by using modal verbs like may, or might, or could.

For example, compare these statements for objectivity:

People prefer ice cream as their favorite treat. – There is only one option and no possibility of others.
People commonly prefer ice cream as their favorite treat. – The word commonly softens the statement.
People may prefer ice cream as their favorite treat. – Here, the modal verb may adds possible doubt.

This is how we can recognize different opinions while still expressing our own.

SLIDE 10: FEATURES OF ACADEMIC WRITING: FORMALITY
Formality: Formal writing will use a variety of sentence structures. Because academic writing must be brief but clear, the sentence structure will often be complex, combining more than one clause – or more than one idea – in a sentence.

The sentence I just spoke is an example of formal language: It has several ideas combined in a complex sentence.

SLIDE 11: WRAP-UP
To wrap it up

- All six of these features will be present in all types of academic writing.
- The specific rhetorical situation will also influence how to use each of these features.
- All approaches to teaching academic writing should address these features in some way
-

Thank you for listening!

SLIDE 12: REFERENCES

Reference I:

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Last, S. (2014). Technical writing essentials. Victoria, Canada: University of Victoria Digital Press. https://pressbooks.bccampus.ca/technicalwriting

References II:

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McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An Introduction for teachers of second language writers.* Ann Arbor, MI: The University of Michigan Press.

Optional: Additional engagement

Now that you have watched the video, take a few minutes to think about two questions:

- If you had to rank the importance of the 6 features of academic writing, which would you say are the most important for your students to know and which may be less essential? Why?
- For this course, you and the other participants are the audiences of the rhetorical situation. What are the other roles? Who is the writer, and what are the purpose, message, and context of this course?

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Additional Resources:

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- Academic writing: EAPFoundation.com provides short descriptions of the features of academic writing.
- Academic Word List: This list can be used to help develop students' understanding of academic language.

"Video" and "Optional" by Iowa State UniversityLinks to an external site. are licensed under CC BY 4.0.

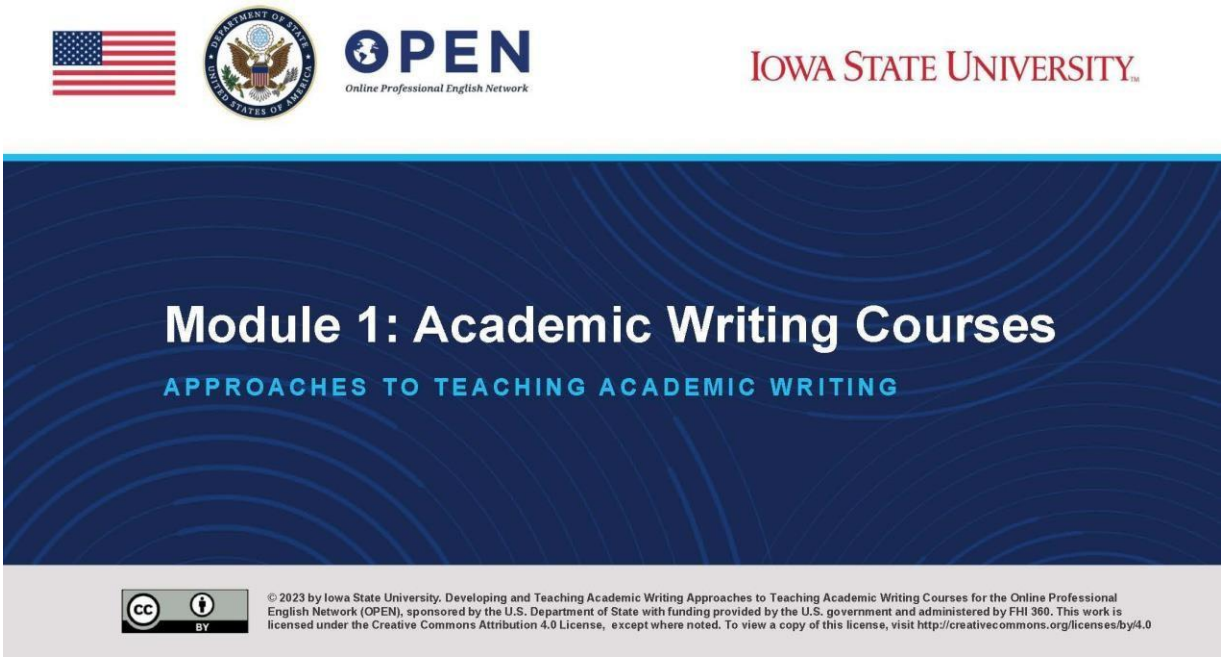
MODULE 1: APPROACHES TO TEACHING ACADEMIC WRITING COURSES

Video: Welcome to the Course!

Watch the second part of the lecture explaining key ideas about approaches to teaching academic writing courses.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: Approaches to Teaching Academic Writing Courses



Approaches to teaching academic writing: Key ideas

Learner-centered instruction → Approaches to teaching academic writing → Combining approaches

- Text-based approaches
- Process-based approaches
- Genre-based



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Learner-centered instruction



"Grayscale photography of boys raising hands" by Jesse Orrico via Unsplash is licensed under the Unsplash license



"Teacher explaining optical calculations" by Immo Wergmann via Unsplash is licensed under the Unsplash license

A learner-centered instruction



Students are at the front and center of the class

"People sitting on blue carpet" by CDC via Unsplash is licensed under the Unsplash license



Students have the power to decide what happens in the course

"Men and women gathered around a table" by Zainul Yasni via Unsplash is licensed under the Unsplash license

The 'expert' in a learner-centered classroom

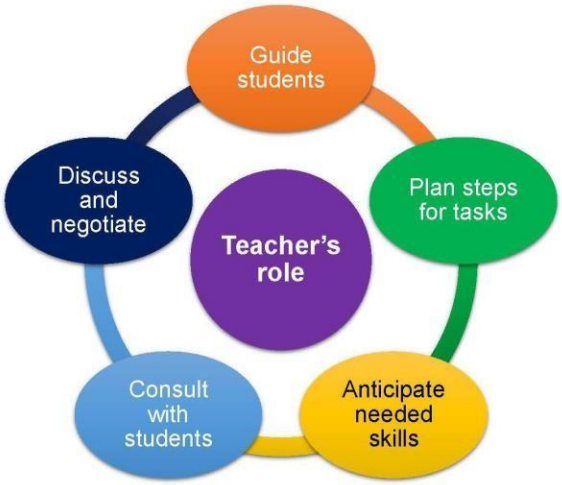
Learners need opportunities to:

- engage with relevant ideas
- activate prior knowledge
- develop questions, ideas, solutions, or arguments
- work with others to best express what they have learned



"A group of friends at a coffee" by Brooke Cagle via Unsplash is licensed under the Unsplash license

The teacher in a learner-centered classroom





"People using smartphone" by Clayton Cardinalli via Unsplash is licensed under the Unsplash license

Approaches to writing instruction

Text-focused

- Rhetorical modes
- Rhetorical goals
- Theme-based
- Writing assignments
- Genre-based



"Person sitting in front of laptop" by Christin Hume via Unsplash is licensed under the Unsplash license

Process-focused

- Stages of writing
- Project-based
- Team-based
- Inquiry cycle



"Man in black long sleeve shirt" by UX Indonesia via Unsplash is licensed under the Unsplash license

Text-focused instruction

- Rhetorical modes
  - e.g.: narration, description, illustration, argument, persuasion, etc.
- Rhetorical goals:
  - e.g.: tell, describe, explain, persuade, etc.
- Writing assignments:
  - e.g.: compare-and-contrast essay, cause-and-effect essay, summary, etc.
- Teaching: how to write correct sentences, appropriately organized into paragraphs



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"Person sitting in front of laptop" by Christin Hume via Unsplash is licensed under the Unsplash license

Process-focused instruction

Stages of writing

- Planning
- Multiple drafting
- Reviewing
- Getting and giving feedback
- Revising

Teaching: how to address the writing prompt



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"Man in black long sleeve shirt" by UX Indonesia via Unsplash is licensed under the Unsplash license

Wrap-up

- Combine different approaches
- Learner-centered classrooms allow students to create knowledge
- Teach not only what to write but also how to write:
  - vocabulary, grammar, organization
  - why and how academic texts are written
- Choose the best approaches for your students and instructional context



"Macbook pro displaying a group of people" by Chris Montgomery via Unsplash is licensed under the Unsplash license

References

References:

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Badger, R., & White, G. (2000). Product, process and genre: Approaches to writing in EAP. *ELT Journal, 54*(2), 153-160.

McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An Introduction for teachers of second language writers*. Ann Arbor, MI: The University of Michigan Press.

Text: Approaches to Teaching Academic Writing Courses

SLIDE 1: TITLE
Welcome to
Module 1: Academic writing Courses
Approaches to Teaching Academic Writing

SLIDE 2: APPROACHES TO TEACHING ACADEMIC WRITING: KEY IDEAS
In this lecture we discuss:

- Learner-centered teaching
- Common approaches to teaching academic writing
- The focus of text-based approaches
- The focus of process-based approaches, and
- How to combine the best approaches for your context.

SLIDE 3: LEARNER-CENTERED INSTRUCTION
No matter how we approach writing instruction, it must always be learner-centered. Educational methods, or pedagogy, have turned away from the past when the teacher was the single authority in the room and the students were there only to receive knowledge and take instructions from the teacher at the front of the class.

SLIDE 4: LEARNER-CENTERED INSTRUCTION
Instead, learner-centered pedagogy brings the student to the front and center of the class. This kind of instruction gives students the power to make choices about what happens in the course.

They can choose: what topics and ideas they discuss or write about, what types of tasks and activities they do, and how much of their experience outside of the classroom they share inside the classroom.

SLIDE 5: THE 'EXPERT' IN A LEARNER-CENTERED CLASSROOM
You may ask, but who is the 'expert' in a learner-centered classroom?

Well, learner-centered theory establishes that knowledge is not simply received but created. According to this theory, individuals bring prior knowledge and experience as a foundation for creating new knowledge.

The goal of learner-centered teaching is to give students an opportunity to:

- engage with ideas that are relevant to their lives,
- activate their prior knowledge,
- develop questions, ideas, solutions, or arguments based on their own thought process, and
- work with their peers and their instructor to decide for themselves how to best express what they have learned and how it should be assessed.

In this way, knowledge is co-constructed along with peers and teachers.

SLIDE 6: THE TEACHER IN A LEARNER-CENTERED CLASSROOM
The role of the teacher is not to give information, but to guide students through the process of learning.

The teacher plans the possible steps for a writing task and anticipates what skills students may need. The teacher also consults with the students about the tasks.

Teachers discuss and negotiate rather than lecture.

SLIDE 8: APPROACHES TO WRITING INSTRUCTION
The many approaches to teaching writing can be placed into two general categories: Text-focused and Process-focused.

There are different approaches in each category. This course will mention: theme-based, team-based, and project-based assignments in future modules. And we will cover some common rhetorical modes, so we will not discuss them in detail here.

For now, just be aware that teaching of academic writing includes many approaches and is much broader than what we cover today.

SLIDE 9: TEXT-FOCUSED INSTRUCTION
You are probably most familiar with textbooks and courses that follow a text-focused approach and teach rhetorical modes, such as narration, description, exposition, argument, and more.

These terms reflect the goals, or purpose, of the text – to tell, describe, explain, persuade, and so on.

Writing assignments are usually described as a 'paper' or an 'essay' such as: compare-and-contrast essay or cause-and-effect paper.

The teaching will focus on how to write correct sentences that are appropriately organized into paragraphs. Teaching what to write can be useful for developing writers.

SLIDE 10: PROCESS-FOCUSED INSTRUCTION
Process-focused instruction emphasizes the stages of the writing process, from planning, to drafting, to revising.

The teaching focuses on how to address the writing prompt and how to define a topic and develop a text. Teaching how to complete a writing task can also be useful to developing writers.

SLIDE 11: WRAP-UP
To wrap up, remember that

- teaching is more effective if different approaches are combined.
- learner-centered classrooms allow students to create knowledge along with their peers and the instructor
- academic writing in English as a foreign language involves learning academic vocabulary, grammatical forms, and organizational patterns as well as learning why and how academic texts are written.

So, the students in your learner-centered classroom will benefit if you know how to teach academic writing in different ways to best meet their needs.

SLIDE 12: REFERENCES
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Badger, R., & White, G. (2000). Product, process and genre: Approaches to writing in EAP. ELT Journal, 54(2), 153-160.

McCarthy, J. (2015, September 9). Student-centered learning: It starts with the teacher. Edutopia. Retrieved October 1, 2021, from https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). Teaching academic writing: An Introduction for teachers of second language writers. Ann Arbor, MI: The University of Michigan Press.

Optional: Additional engagement

Now, consider a few more questions:

- Can you think of some benefits of text-based instruction?
- Can you think of some benefits of teaching your students how to start, develop, and complete a text in a process-based approach?
- Which of these benefits will be most useful to your students?

Additional Resources:
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- Writing Resources: These are open-access general resources for writing teachers and student writers provided by the WAC Clearinghouse.
- Approaches to process writing: Although the content created by the British Council is not openly licensed, this article may be worth reading because it addresses questions and key ideas about process writing.

“Video” and "Optional" by Iowa State University is licensed under CC BY 4.0.

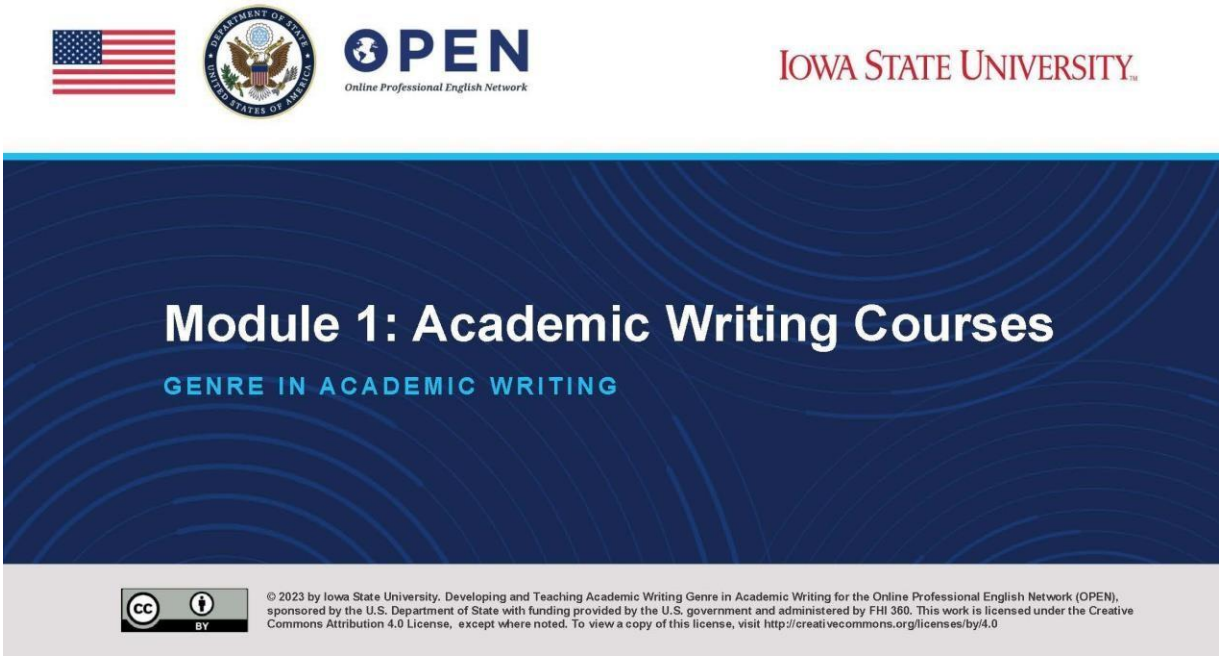
MODULE 1: GENRE IN ACADEMIC WRITING

Video: Welcome to the Course!

Watch the third part of the lecture explaining key ideas about approaches to teaching academic writing courses.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Presentation slides: Genre in Academic Writing



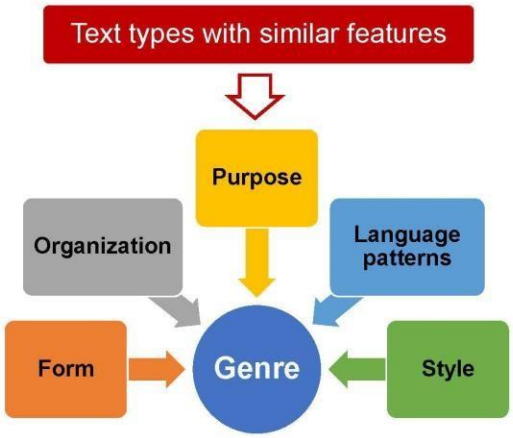
Genre: Key ideas

- Genre
- Genre conventions
- Genre concepts for teaching academic writing



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What is genre





"Black flat screen computer monitor" by David Pupaza via Unsplash is licensed under the Unsplash license

Genre conventions: Text structure

Genre conventions

✓ Reflect practices of specific communities
✓ Allow texts to be categorized into genres

Syllabus

- Course Information
- Course Objectives
- Assignment Information
- Assessment
- Policies
- Student Resources
- Course Schedule

Genre conventions: Text form

- Executive Summary:
  - problem or proposal
  - short background information
  - brief analysis
  - conclusion



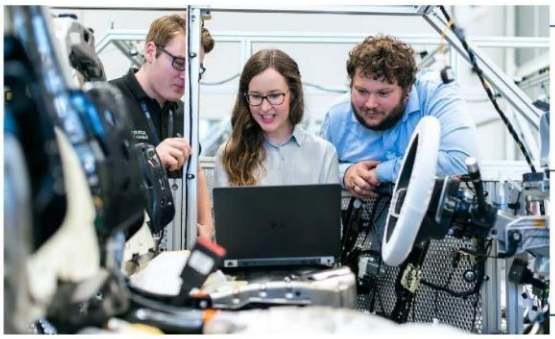
"Silver MacBook" by Bram Naus via Unsplash is licensed under the Unsplash license

- Resume
  - list of work experience, education, skills, qualifications, accomplishments



"White printer paper on macbook pro" by Joao Ferraro via Unsplash is licensed under the Unsplash license

Genre conventions: Organization of argument





Provide evidence

Demonstrate problem

Establish premise





Propose solution

"Woman in blue long sleeve shirt sitting beside man in blue dress shirt", "Person holding white printer paper", "Woman in blue long sleeve shirt wearing black framed eyeglasses", "Man in blue dress shirt and woman in black long sleeve shirt" by ThisisEngineering RAEng via Unsplash are licensed under the Unsplash license

Genre conventions: Language patterns

- Job-specific noun phrases
  e.g.: *hourly payroll, data entry*
- Action verbs
  e.g.: *oversaw, performed, monitored*
- Descriptive adjectives
  e.g.: *proactive, determined, confident*

PROFESSIONAL SUMMARY

Productive accounting professional with over three years of increasingly responsible and diverse experience in maintaining an organized and streamlined accounting system. Dedicated to accuracy, financial control, and performance excellence. Self-motivated, highly responsible, and detail and outcome oriented. Strong organizational skills and prioritization abilities, efficient working under pressure and with little direct supervision, and able to learn new tasks quickly.

HIGHLIGHTS

- Accounts receivable and payable
- Billing reconciliation
- Hourly payroll
- Knowledge of accounting principles and function
- Data entry
- Documentation and reporting
- Customer service and satisfaction

EMPLOYMENT

2017 – Current ***Bookkeeper, The Kitchen &***
- Oversaw bookkeeping and accounting work ass
- Performed general bookkeeping duties, includi
- Monitored and processed accounts receivable t
- Processed trade payment applications and invo
- Performed account reconciliations in a timely a
- Oversaw vendor setup and billing operations, ir and timely distribution of payments
- Assisted with internal controls, including reviev
- Handled company's warranties
- Evaluated current policies and made recommer

2015 – 2017 ***Assistant to Administrative Staff, Greenlee School of Journalism, Iowa State University, Ames, IA***
- Provided support to faculty, staff, and students in undergraduate programs.
- Enhanced the efficiency of work processes by assisting with program coordination, scheduling events, reviewing documents, handling correspondence, and preparing orientation materials.

2013 – current ***Office Assistant, Graduate College, Iowa State University, Ames, IA***
- Transferred confidential information from paper into customized IT platforms, improved access to and management of data for graduate student services
- Processed student forms, identified and corrected procedural errors, ensured accuracy and adherence to university policies

2011 – 2014 ***Front of the House Team Member, Pizza Ranch, Ames, IA***
- Performed multiple duties including guest hospitality, point of sale and transactions, phone responsibilities, buffet coordination and maintenance, and delivery service

EDUCATION

Bachelor of Science in Psychology. Graduated May 2017
Track concentration: Industrial Organizational Psychology
Minor: Business

PERSONALITY SKILLS/ATTRIBUTES
- Excellent oral and written communication
- Team oriented, proactive, results driven
- Respectful, with strong work ethic and positive attitude
- Determined, confident, trustworthy, accountable, caring

LANGUAGES
- Fluent Romanian
- Conversational Spanish
- Conversational Russian

"Sample resume" by Elena Cotos is licensed under the CC BY 4.0 license

Dimensions of genre



Social
Conventions are defined and created by academic or professional communities



Cognitive
Members of community expect conventions to be followed

"Students Raising Their Hands in a Classroom" by Ian Krukov via Pexels is licensed under the Pexels license

"Man Wearing Black Adidas Jacket Sitting on Chair Near Another Man Wearing Blue Jacket" by ICSA via Pexels is licensed under the Pexels license

Wrap-up

- Give concrete examples
- Show how text is meant to fulfill communication task

Text-focused

Genre-based teaching

- Help students learn how to construct a text
- Give students a clear target of what their text should do

Process-focused

Reference:

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Last, S. (2014). *Technical writing essentials*. Victoria, Canada: University of Victoria Digital Press.

Text: Genre in Academic Writing

SLIDE 1: TITLE
Welcome to
Module 1: Academic writing Courses
Genre in Academic Writing

SLIDE 2: GENRE: KEY IDEAS
In this presentation you will learn

- the definition of genre and how genre helps us understand and construct academic texts
- the genre conventions that characterize genres
- and the genre concepts that are important to academic writing instruction.

SLIDE 3: WHAT IS GENRE?
Genre is a term for grouping types of writing based on similarity in: purpose, organization, form, style, and language patterns.

Text types that are considered genres include: poems, resumes, job application letters, research articles, book reviews, grant proposals, and many others.

SLIDE 4: GENRE CONVENTIONS: TEXT STRUCTURE
The texts that belong to a genre have distinct characteristics of text structure. These are based on the expectations of the target audience. In other words, genres reflect the practices and values of specific academic and professional communities. This means that a community will use similar writing patterns, called genre conventions, which, in fact, allow the texts to be categorized into genres.

For example, a course syllabus will have a recognizable structure, with a number of expected sections including Course Objectives and a Course Schedule.

SLIDE 5: GENRE CONVENTIONS: TEXT FORM
Or consider, for example, what characterizes a resume? And what characterizes an executive summary? These two genres are produced for different purposes and audiences, so they have different text forms. The purpose of the executive summary is to provide an overview of a larger document. While the purpose of a resume is to highlight a person's skills to impress to a potential employer.

The executive summary begins with a short statement about the problem or proposal, and provides short background information, a brief analysis, and a conclusion. The resume lists the work experience, education, skills, qualifications, and accomplishments in reverse-chronological order.

SLIDE 6: GENRE CONVENTIONS: ORGANIZATION OF AN ARGUMENT
Another example of a genre convention is how an argument is developed.

Think of engineers who do research and find solutions for how to make a cellular phone battery stay charged or how to make cars that use less fuel. When they report their solutions in writing, they first develop their argument by providing evidence from outside sources that other people recognize that the problem needs to be solved.

Without this convention, the readers might not trust that the writer understands the problem or has done enough research to find the best solution.

SLIDE 7: GENRE CONVENTIONS: LANGUAGE PATTERNS
Genres also share similarities in conventions of language.

Note how a resume uses characteristic language patterns. For example:

- The *Highlights* section of a resume will use job-specific noun phrases such as *hourly payroll, and data entry*.
- The *Employment* section describes the responsibilities of the person with action verbs like *oversaw, performed, monitored*
- The *Personality Skills* section uses adjectives such as *proactive, determined,* and *confident* to describe the person.

By using genre-appropriate language patterns, writers can accurately target their audience.

SLIDE 8: DIMENSIONS OF GENRE
Genre has social and cognitive **dimensions**. It is a social concept because genre conventions are defined and created by members of specific communities and help writers engage with their target communities in socially acceptable ways.

It is also a **cognitive** - or thought-based - concept because members of certain communities learn to expect those conventions.

SLIDE 9: WRAP-UP
To conclude, let's consider how genre concepts relate to the teaching of academic writing.

Knowing the different genres and being able to identify their conventions allow teachers to be text-focused and give students concrete examples.

At the same time, genre-based instruction still allows teachers to be process-focused. It can support the writing process by giving students a clear target of what their readers expect from them.

Slide 10: References
Reference:
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Last, S. (2014). *Technical writing essentials.* Victoria, Canada: University of Victoria Digital Press. https://pressbooks.bccampus.ca/technicalwriting

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Optional: Additional engagement

As a teacher of academic writing, you may find that your students need to learn the conventions of different genres that belong to a so-called family of genres because they share similar writing conventions. You will also need to be aware of the different kinds of writing assignments that your students will need to produce for courses in their academic discipline. Consider the examples that Nesi and Gardner (2012) provided in the table below and think about your own context and students.

Different Genres of Writing based on Academic Discipline

Genre Families	Writing Assignments in Engineering	Writing Assignments in History	Writing Assignments in Sociology
Critique	*Product evaluation* *Technical evaluation*		
Essay	*Exposition* *Discussion*	*Exposition* *Discussion*	*Exposition* *Discussion*
Methodology recount	*Lab report* *Design report*		*Research report*
Narrative recount	*Reflection on teamwork*	*Library research*	*Interview*
Research report	*Research project paper*	*Long-form essay*	*Long-form essay*
Proposal	*Design proposal*		*Research proposal*

Is there anything in this table that you may want to include in an academic writing course that you are teaching or may be teaching in the future?

Reference:
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Nesi, H., & Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge University Press. (https://www.cambridge.org/core/books/genres-across-the-disciplines/787FE528579C2E0B646313025227A8CB)

Additional Resources:

- A Process Genre Model for Teaching Writing: This article explains the product, process, and genre approaches and provides a lesson plan. (https://americanenglish.state.gov/resources/english-teaching-forum-2005-volume-43-number-3#child-621)

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Module 1: Backward Design

Let's learn about Backward Design!
In this part of Module 1, you will learn about an approach to developing an Academic Writing course.

Here are two key questions to consider while you read:

1. How do you determine what to include in a course?
2. What is a learning objective?



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Optional: Additional engagement

Think about the term "Backward Design" - make your best guess about what it may mean and write down any notes and questions you have. Keep your notes until after you read the following two pages, so you can later compare your ideas.

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MODULE 1: COURSE PURPOSE AND LEARNING OBJECTIVES

Please note: **Words in bold** can be found in the Course Glossary.

Depending on your context, course development can look different. You may teach a course that already has a structure, schedule and assessments determined by your institution. Or, you may be on your own to develop a course and have very little guidance. One approach to designing an academic writing course is known as Backward Design.

Backward Design, also called backward planning, means developing a course by starting with the learning objectives you want students to achieve. Then, you work backward to plan what units, activities, and strategies you will use to meet those goals. Harrington and Thomas (2018) identify five steps for developing an academic writing course using Backward Design:

Step 1: Defining the purpose of the course
You should first consider the purpose of the course. You may want to ask yourself such questions as: How does my course fit within the rest of the **curriculum**? How will my course support the needs of my students? How will this course help students in other courses or in their future careers? These questions are important for stating the purpose of your course. Here is an example purpose statement.



Example*: Course description with a statement of course purpose*

The purpose of English 101C is to prepare undergraduate non-native speakers of English for success in all academic writing assignments. Students who pass this course will be prepared to enter the next required English course. We cover a range of writing tasks and projects that are typical of what you will have to produce in other university courses. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success. You will learn, practice, and then demonstrate mastery of these skills through four major units of study.

Step 2: Specifying course-level learning objectives
Once you have considered the purpose of the course, you can begin thinking about **course objectives** (sometimes referred to as course outcomes). Course objectives are the overall goals you want students to be able to achieve by the end of the course. It is important that course objectives are specific and measurable. Specific objectives clearly state what students will be able to do by the end of the course. For example, "*improve writing skills*" is not as specific as "*match writing to an academic audience*." Measurable objectives can be measured using a rubric. "*Improve writing skills*" is not as easily measured as a specific objective like "o*rganize essays with clear main points*."

The following examples of objectives can help students answer the question "*What will I be able to do by the end of this course?"* Notice how the instructor has used precise verbs to express a specific objective, and each objective could be evaluated using a rubric.

Example*: Course objectives*

1. *Understand the text requirements of written assignments in all courses;*
2. *Be independent writers who can plan and express their message, understand and respond to feedback, evaluate strengths and weaknesses in their own and others' writing, and revise writing for greater effectiveness;*
3. *Engage in discussions, provide commentary, and contribute to oral and written dialogue in small and large groups;*
4. *Read and think critically and express critical ideas;*
5. *Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation;*
6. *Proofread, edit, and correct drafts for common errors of syntax, mechanics, and word usage.*

Step 3: Developing unit learning objectives

After your **course objectives** are specified, you can determine objectives for units (or sets of lessons) that can help students meet the course-level objectives. This means that there should be a clear connection between what is planned for class and the overall course-level objectives. Here is an example.

Example: Unit Objectives

Step 3: Developing unit learning objectives

Course objective	*Unit objective*
Understand the text requirements of written assignments in all courses.	*Structure paragraphs that develop the thesis and guide the reader through the message.*
Be independent writers who can plan and express their message, understand and respond to feedback, evaluate strengths and weaknesses in their own and others' writing, and revise writing for greater effectiveness.	*Use a cluster diagram as a pre-draft planning technique.*
Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.	*Find and incorporate two-three sources into your essay using an appropriate citation style.*

Proofread, edit, and correct drafts for common English language errors of syntax, mechanics, and word usage.	*Proofread and use tools to check for correctness, especially in verb tenses, gerunds and infinitives, and parallel structure.*

Reference:
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Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Stylus Publishing, LLC. https://www.google.com/books/edition/Designing_a_Motivational_Syllabus/rORdDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Additional Resource:
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Syllabus and Assignment Design: This website from Dartmouth has additional guidance on creating a syllabus and assignments that align.

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MODULE 1: ASSIGNMENTS, ASSESSMENTS, AND ACTIVITIES

Please note: **Words in bold** can be found in the Course Glossary.

There are two more steps for developing an academic writing course using Backward Design to learn about.

Step 4: Creating assignments and assessments
When the unit objectives are ready, you can use them to guide you in creating assignments (what you will have students do in and outside of class) and assessments, or tests (how you will evaluate student work--more on this in Module 7). **Aligning** your course assignments with the learning objectives means that you are always working toward accomplishing the purpose of the course. One unit or assignment can target multiple objectives at the same time.

Take a look at an example alignment of objectives to an assignment and assessment (see next page).

Step 5: Creating class activities leading to completing assignments
The next step is to decide what happens in the classroom. Based on the assignments and assessments you have chosen or created, you can break your course units into lessons that support students in completing their assignments. In Module 2, we will describe a '**process approach**' to teaching writing,

which is one way to break an assignment into steps for students. Take a look at an example schedule showing a process approach to a writing assignment (see next page).

Example: Unit Objectives

Step 4: Creating assignments and assessments

Course Objective	Unit objective	Assignment	Assessment
Understand the text requirements of written assignments in all courses	Structure paragraphs that develop the thesis and guide the reader through the message	Expository essay analyzing aspects of the writer's identity	Rubric description: Each supporting point has a topic sentence and is linked to the idea of the thesis.
Proofread, edit, and correct drafts for common English language errors of syntax, mechanics, and word usage	Proofread and use tools to check for correctness, especially in verb tenses, gerunds and infinitives, and parallel structure		Rubric description: Verb tenses, verb forms, gerunds and infinitives are used correctly.

Example: Class activities

Week 1: An expository essay is a genre of essay that communicates facts and gives a clear explanation of a topic, process, or set of ideas. Look at examples of expository essays. Brainstorm ideas and create a diagram to show what you can write about.

Week 2: Choose two or three topics to write about and create an outline and thesis statement. Write the first draft of your expository essay.

Week 3: Review the work of classmates in a peer response workshop. Revise your expository essay based on feedback from your classmates and instructor. Edit your essay and submit your final draft

Reference:
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Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Stylus Publishing, LLC.
https://www.google.com/books/edition/Designing_a_Motivational_Syllabus/rORdDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Additional Resource:
(This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.)
Syllabus Infographic Templates: An enhancement to add to your course: This site provides templates that can be used to visually enhance syllabi.

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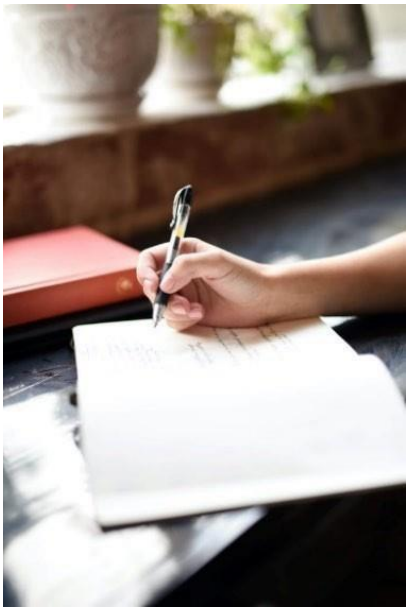
MODULE 1: SYLLABI

A **syllabus** is a document a teacher develops and shares with the students at the beginning of a course. The syllabus provides the most essential information about the course, including the topics and the assignments, as well as the schedule that the course will follow. A syllabus can also be used to give a new instructor background information about the course.

As a syllabus is often the first impression of a course for students, we recommend that you create a student-centered syllabus. In other words, your syllabus should do more than just present basic course information. It should inform the students about what to expect, how to succeed, and how learning will be assessed, also providing additional resources to facilitate learning. Additionally, your syllabus should set a student-centered tone, which can be done by addressing the students and using positive and welcoming language. For example, you may say "Your attendance is valued, and in-class activities are an important part of your learning." With that, you will show that you care about the success of your students and about the effectiveness of your course.

Sections of a syllabus
Though syllabi can differ based on context, there are some sections that are always included. According to Harrington and Thomas (2018), academic syllabi have the following core components:

- **Course information**: name of the course, when and where it meets, required course materials, required readings, calendar with due dates;
- **Instructor information**: instructor name, contact information, office location, and student hours;
- **Course description**: short explanation of the purpose and focus of the course, subject topics, teaching approach, and how students will benefit from the course;
- **Course objectives**: overall goals students should be able to achieve by the end of the course;
- **Assignments and assessment**: brief description of assignments with an explanation of their purpose and with guidelines, grading scale;



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- **Course policies**: attendance policy, late work policy, academic honesty policy.

Additionally, the following sections are recommended for a welcoming, student-centered syllabus:

- **Grading rubrics**: example rubric(s) that show how students will be assessed on a specific assignment;
- **Academic integrity**: statement on academic honesty and avoiding plagiarism;
- **Resources**: list of offices and services that can help students on campus;
- **Additional information**: tips for success, grade appeal information, statements of accessibility, diversity, disability and religious accommodations, mutual respect and professionalism, etc.
- **Tips for success**: advice to students on how to complete their work in the course more successfully;
- **Course schedule**: outline of topics, assigned readings, homework, and assignments for each class session from the beginning till the end of the semester.

Examples: Syllabi for Academic Writing Courses

You can see examples of both core and additional core components in the syllabi for three courses in the Sample of Academic Writing Course Syllabi Handout (see sample below). Two syllabi are from undergraduate courses and one from a graduate-level course.

Reference:

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Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Stylus Publishing, LLC.

Additional Resource:

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Learner-centered syllabus checklist **-** A resource from Iowa State University's Center for Excellence in Learning and Teaching on what to include in your syllabus.

"Example" by Iowa State University is licensed under CC BY 4.0.

Module 1: Sample of Academic Writing Course Syllabi Handout

Course 1 title: Advanced ESL Academic Writing

Course Information

Course title: Advanced ESL Academic Writing
Required course material: Online Textbook accessed through Blink Learning: *Final Draft 4 with Writing Skills Interactive (WSI)* edited by J. Lambert (ISBN: 9781107495586).
Class times: Tuesday and Thursday, 12:40pm-2:00pm
Location: Ross Hall, Room 0020
Learning Management System: Canvas

Instructor Information

Instructor: First and Last Name
Instructor's contact information: firstlastname@iastate.edu
Student hours: Wednesdays and Fridays, 9:00am-10:00am

Course Description

The purpose of this course is to prepare undergraduate non-native speakers of English for success in all academic communication assignments with an emphasis on written work. Students who satisfactorily engage in this course will be prepared to enter First-Year College Composition. We cover a range of communication tasks and projects that are typical of what you will produce in other university courses. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

Course Objectives

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

1. Understand the demands of written assignments in all courses
2. Be independent writers who can process feedback, identify weaknesses, evaluate effectiveness, and revise compositions
3. Proofread, edit, and correct drafts for common ESL errors of syntax, mechanics, and word usage
4. Engage in discussions, provide commentary, and contribute to dialogue and consensus in small and large groups
5. Read and think critically and express critical ideas
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Assignments

You will learn, practice, and then demonstrate mastery of course skills through four major units of study.

Assignments	***Description***
Major Assignment 1	Expository essay on identity
Major Assignment 2	Analysis essay on cultural comparison
Major Assignment 3	Summary and response on current events
Major Assignment 4	Critique and commentary through movie review website

Minor Assignments	Textbook readings, textbook exercises, Writing Skills Interactive, Quizzes, and other exercises
Presence and Participation	Discussions, online activity (logs), consistent and timely submissions, responsiveness to communications and feedback

Assessment

The work required of you at the university is often more difficult than what you have done in the past. Expectations and standards are even more challenging because you are pursuing a university degree in a language other than your native language. Therefore, earning As and Bs at Iowa State University requires strong, consistent effort. Be realistic about what it takes to get good grades; start assignments early and work steadily to avoid last-minute rushing.

Your assignments in English 100 have detailed instructions and include evaluation criteria and rubrics to help you understand the required work. Here is an example evaluation rubric for Major Assignment 2: Analysis essay on cultural comparison.

Context - The thesis contains a clear stance or controlling idea and forecasts the main ideas (analytical categories) in a parallel form. - The opening paragraph has the needed background information to establish the context of you and your classmate.	10 points
Substance - Supporting points are divided logically to break down the topic. - Explanation, description, and examples are used to fully develop the ideas. - Unique details are presented about you and your partner. The substance is specific and insightful, not general.	10 points
Organization - Each topic sentence is clearly linked to the controlling idea of the thesis and presented one aspect (or one of the forecasted ideas) of the topic. - Ideas within paragraphs are logically developed and cohesive. Cohesive devices are applied to connect ideas. - A concluding paragraph reinforces the connection between the parts and the whole.	10 points
Style - Verb tense, verb forms, word forms, and sentence structure are correct. - Fragments, comma splices, and run-on sentences are avoided. - Uses logical connectors and sentence variety to show the relationships between ideas (cohesion). - Proofreading and editing show careful attention to clarity, accuracy, and correctness of expressions.	10 points
Delivery and Revision - Shows significant revision from previous submitted drafts - Uses required document formatting (font, margins, indents, line spacing, full heading, file name) - Has a unique title and accurate file name.	10 points
Total	50 points

Course Policies

Participation in an in-person or hybrid section

Much of what we do in this course cannot be rescheduled for you individually, made up, or accepted late, regardless of your reason for missing class. Therefore, the Coordinator of 100 courses mandates that the following policy be enforced in all sections of the course:

- Missing more than three classes will lower your grade will reduce your class grade by a step (a B+ becomes a B; a C- becomes a D+). After a total of four absences, or if you miss more than two weeks in a row, you must drop the course or you will receive an F.
- Even with a valid reason to miss, you can accumulate so many absences in a semester that your work is too compromised for you to remain in the class. You may be advised to drop the course and take it in a semester when you can attend regularly.

Participation in an online section

To ensure that you stay on track with your course participation and with the submission of your work, please be sure to do the following:

- Log onto Canvas several times a week.
- Check your email on a regular basis (at least once per day).
- Participate in discussions and follow the netiquette rules. Failing to follow these rules will result in an 'F' for the assignment.

If you fail to complete 2 consecutive weeks of assignments and activities, you will receive an 'F' and will need to drop the course.

Late Work Policy

Please communicate with your instructor in advance if you need additional time to complete an assignment for any reason. Your instructor may allow an extension for the assignment deadline. Unless you have received a pre-approved extension, the following late work policies will apply.

For major assignments:

- Submissions up to 1 week late will receive a reduction of a full letter grade equivalent to 10% of the available points.
- Submissions more than 1 week late require instructor approval and will receive a deduction of two full letter grades equivalent to 20% of the available points.

Late work will not be accepted for learning activity assignments such as discussions, quizzes, exercises, and workshops without the approval of the instructor. Late work will not be accepted after the final day of class for the course.

Academic Integrity

Plagiarism is using someone else's work, turning in work you did not do, using someone else's words or ideas and presenting it without citing the source, or using cited sources without sufficient paraphrasing. Understanding what constitutes plagiarism and academic dishonesty will help prevent you from committing these acts inadvertently and will strengthen your writing.

This course is the place to learn and practice the art of using sources without plagiarizing. Plagiarism is a serious legal and ethical breach and is treated as such by the university. Detecting plagiarism in this course is often easy for an instructor who is familiar with your work. Once detected, it is mandatory that the English Writing courses Coordinator be notified and consulted about consequences.

If you have questions about using outside sources correctly, see your instructor or the Writing and Media Center before you turn in an assignment. Also see this Library guide at https://instr.iastate.libguides.com/c.php?g=49334.

Student Support Resources

ISU's Writing and Media Center: The Writing/Media Help Center, located in Carver 300, offers Iowa State University students free, individualized instruction in all aspects of writing. You may drop in or sign up for a scheduled appointment. Call (515) 294-7430 or check out the website http://www.dso.iastate.edu/wmc. Business Majors have the College of Business Communications Center just for you: www.business.iastate.edu/communications-center.

ISU Library: People at the Library and online are ready to help you – use this valuable resource to your advantage – www.lib.iastate.edu.

***Student Disability Resources*:** Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Course Schedule

You will learn how to use every stage of the Writing Process to generate your written assignments. There will be four major composition assignments to complete, and each major assignment requires you to do each of these stages:

1. submit on time a pre-draft topic planning tool,
2. submit on time a first complete draft,
3. get feedback and revise the draft to improve it, and
4. submit a final draft for the assignment grade.

Unit 1: Expository Writing: Elements of Identity

Week	Activity	Assignments due
1	Prewriting activities	Submit planning tool
2	Drafting exercises	Submit complete first draft
3	Peer response, revision, and editing	Final draft of Assignment 1

Unit 2: Analytical Writing: Cultural Comparison

Week	Activity	Assignments due
4	Prewriting activity: partner interview	Submit planning tool
5	Drafting exercises	Submit complete first draft
6	Peer response, revision, and editing	Final draft of Assignment 2

Unit 3: Summary and Response: Current Events in The Information Age

Week	Activity	Assignments due
7	Research activities: finding an article and avoiding plagiarism	
8	Reading activities: summarizing and avoiding plagiarism	Submit planning tool
9	Drafting exercises	Submit complete first draft
10	Peer response, revision, and editing	Final draft of Assignment 3

Unit 4: Critique and Commentary: Movie Review Website

Week	Activity	Assignments due
11	Reading activity: example movie reviews	
12	Drafting exercises: creating a movie review website	Submit planning tool
13	Peer response, revision, and editing	Submit complete first draft
14	In-class presentations	Final draft of Assignment 4

Additional Information

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. An effective learning environment not only values but also welcomes and supports diversity and the open discussion of diverse thought. The environment in the classroom is a safe place to discuss any topic: All perspectives must be allowed. Anyone who negatively impacts the comfort or safety of open discussion will be referred to Student Services for diversity training and support. Your instructor promises to help maintain the comfort and safety of all. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu.

Course 2 title: ESL Academic Writing I

Course Description

This course is meant to prepare you for the writing requirements of your university work. It covers advanced points of English grammar as they apply to aspects of academic writing, as well as the key writing processes. You will also learn how to analyze and improve your own writing by reading and responding to your classmates' drafts. If you successfully complete the course, you will have increased your skills and confidence in writing at the sentence and paragraph levels and be ready to move on to English 100.

Course Information

Course title: English 99: ESL Academic Writing 1
Required course material: *Engaging Writing 1: Essential Skills for Academic Writing* by Mary Fitzpatrick
Class times: Monday, Wednesday, and Friday, 9:00am-10:00am
Office hours: Monday and Friday, 10:00am-11:00am
Location: Ross Hall, Room 0020
Learning Management System: Canvas

Instructor: First and Last Name
Instructor's contact information: firstlastname@iastate.edu

Course Objectives

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

1. Apply critical reading strategies to academic texts, such as articles and textbooks
2. Summarize a variety of readings
3. Organize paragraphs around controlling ideas
4. Develop your ideas, draft, and revise writing
5. Edit for advanced grammar features such as verb tense, relative clauses, and modal verbs.

Assignment Information

You will learn, practice, and then demonstrate mastery of course skills through five major units of study.

Assignments	***Description***
Paragraph 1	Process paragraph
Paragraph 2	Description paragraph
Paragraph 3	Reason paragraph
Paragraph 4	Cause and effect paragraph
Midterm exam	
Final exam	
Minor Assignments	Drafting exercises, grammar- and vocabulary-related exercises, writing strategy practice, and peer reviews of your classmates' writing

Assessment

In general, work in this course may be more difficult and a different type of writing than you have encountered previously. Success in this course requires consistent effort. Each assignment will have its own criteria, and you can see a general description of the grades below. Please note that earning an A or a B requires extra effort beyond the basic requirements of an assignment. Here is what the grades mean:

A Work meets a "B" criteria, plus has originality in terms of content, expression, or organization.
B Work meets the criteria of the assignment and excels in level of support, organization, and expression.
C Work meets the criteria of the assignment.
D Work meets one or more parts of the assignment in an incomplete way.
F Work is missing main parts of the assignment, organization confuses readers, expression interferes with comprehensibility.

Course Policies

- You are encouraged to use English as much as possible in class to enhance your learning.
- Classes are conducted in a discussion/workshop format and depend on your active learning. Therefore, regular attendance and discussion with classmates and the instructor are important. Missing class time will affect your grade and too many absences mean that you must drop the course.
- All homework should be typed and submitted to our learning management system, Canvas.
- Final drafts will be penalized one letter grade (e.g., from *B* to *C*) for each class period they are late. Other late work is not accepted.

Academic Integrity

In an academic context like our university courses, plagiarism (using someone else's work without giving them credit) is unacceptable. Learning about academic honesty will help you avoid plagiarism and will help your writing as you learn to use sources to support your work. Plagiarism is a serious issue, and according to university policy, must be reported. If you have any questions about plagiarism, see your instructor before turning in an assignment.

Student Support Resources

Office hours: Come see me. You can drop by during office hours or make an appointment to see me at another time if you have questions about the course or other issues.

The Writing and Media Center (300 Carver) provides individualized help from trained tutors, and is free for ISU students. You may email them at writectr@iastate.edu or call them at 515-294-5411 to set up an appointment. For more information, go to www.dso.iastate.edu/wmc.

Course Schedule

This schedule may change depending on our progress. Please check Canvas regularly for more specific weekly schedules.

Dates	Topic	Content	Major Assignments/Readings
Week 1	Diagnostic Test Introduction to Class	Diagnostic Test Introduction to Class Getting acquainted & Needs assessment	Read Chapter 1
Week 2	*Ch1 Process* E-mail and letters Formality/Apologies	Reading and Writing based on the textbook & Process Writing Language Focus – Part of speech	
Week 3	Ch1 *Process*	Language Focus – Part of speech	Submit the draft of Process paragraph by Friday midnight
Week 4	Individual Conferences	Meet @ in instructor's office	The 1st assignment→ Process Paragraph Due Read Chapter 2
Week 5	Ch2 *Descriptive*	Reading and Writing based on the textbook Language Focus – Verb Tense	Submit the draft of Descriptive paragraph by Friday midnight
Week 6	Ch2 *Descriptive*	Work on the draft/revision for the 2nd assignment Language Focus – Verb Tense	The 2nd assignment→ Descriptive Paragraph Due (Oct 3, 11:59pm)
Week 7	Mid-term exam	Review for the midterm exam	Midterm Exam Read Chapter 3
Week 8	Ch3 *Reason*	Reading and Writing based on the textbook Language Focus – Conjunctions, transitions	Submit the draft of Reason paragraph by Friday midnight

Week 9	Ch3 *Reason*	Work on the draft/revision for the 3rd assignment Language Focus – Run-on sentences, comma splices	The 3rd assignment → Reason Paragraph Due Read Chapter 4
Week 10	Ch4 *Effect*	Reading and Writing based on the textbook Language Focus – Subject-verb agreement	Submit the draft of Effect paragraph by Friday midnight
Week 11	Ch4 *Effect*	Work on the draft/revision for the 4th assignment Language Focus – Articles	The 4th assignment → Effect Paragraph Due
Week 12	Ch5 *Contrast*	Reading and Writing based on the textbook Language Focus – Relative clauses	Submit the draft of Contrast paragraph by Friday midnight Read Chapter 5
Week 13	Ch5 *Contrast*	Work on the draft/revision for the 5th major assignment Language Focus – Noun clauses	The 5th assignment → Contrast Paragraph Due Read Chapter 6
Week 14	Fall Break		
Week 15	Review and Revision	Reading and Writing based on the textbook Language Focus – Modal verbs	
Week 16	Final exam prep	Language Focus - Conditionals Preparation for Final Exam	
Week 17	Final exam week	(Your exam day and time will be determined by the university final exam schedule, which will be available later in the semester.)	

Additional Information

Disability accommodation: If you have a disability and require special accommodations, please contact me early in the semester so that your learning needs may be appropriately met.

Email: Please note that I respond to email between 9:00am and 6:00pm on weekdays.

Course 3 title: Academic English For Graduate Students

Course Description

This course focuses on the communication needs of international graduate student non-native speakers of English. You will learn how to compose and deliver academic texts in a range of academic fields and genres. By completing this course you will develop the communication skills necessary for effective graduate students and professionals.

Course Information

Class days and locations: Tuesdays: 1308 Beyer Hall – Thursdays: 0015 Ross Hall
Class time: 11:00 am – 12:20 pm

Instructor: Instructor name
Office hours: I'm happy to meet you on Tuesdays and Thursdays 12:30 - 1:30pm at my office. I also welcome to arrange an appointment outside these time slots on my Webex Personal Room.
E-mail: Please don't hesitate to contact me at instructor@iastate.edu for any questions or concerns about the class.
Required textbook: Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential tasks and skills.* Ann Arbor, MI: The University of Michigan Press. 3rd Edition ISBN: 9780472034758

Course Objectives

Upon completing the course, you will be able to do the following:

- Analyze and compose appropriate emails
- Compose a discipline-specific article
- Self-edit to improve your writing
- Summarize, paraphrase, and cite your work
- Communicate orally in group discussions.

Assignments

Major Assignments (55% of total grade):
There are six major writing assignments. To complete the work, you will submit the first draft ON TIME, participate in error correction and exercises for revising the draft and submit a final draft ON TIME for the assignment grade. You may have to revise the drafts several times before the assignment is complete depending on peer, writing consultant, or instructor feedback.

Minor Assignments (15% of total grade):
There will be regular small assignments, even if they are not listed on the schedule, so please plan accordingly. These assignments are designed to complement the major assignments and to help improve your overall ability to use English for communication.

Class Participation and Attendance (10% of total grade)
To receive full grade for Class Participation and Attendance, participate in class discussion as necessary and do not exceed more than 2 unexcused absences.

3 Minute Thesis (3MT) Presentation (10% of total grade):
You will be required to give a presentation following the 3-Minute-Thesis (3MT) style.
Final Reflection (10% of total grade):
This is a reflection on your learning progress in this class.

Assessment

Your final grade is determined by your scores on the assignments above. The percentages indicate the weight of each assignment. The proportion of points in each area may differ, so your final grade may not exactly match those percentages.

Your assignments will receive a grade based on the following categories: organization, content, conventions, and vocabulary.

Course Policies

If you must miss a class because of an emergency, you are responsible for finding out what you missed and for completing homework assignments. You cannot pass the class with more than 4 absences (i.e., starting with your 5th absence you will automatically fail the course). If you need to be absent from class, please let your instructor know in advance by email. Exceptions can be made on a case-by-case basis for emergencies, accidents, or serious illnesses.

Late submissions will be assessed a 10% penalty for each calendar day they are past due, with zero points being awarded past 7 calendar days past due.

Academic Integrity

Iowa State's Academic and Research Misconduct Policy prohibits plagiarism (using another person's writing or copying any work without proper citation); falsification; unauthorized collaboration during a test or on an assignment or substitution for another student to take an exam, course, or test; and other forms of academic dishonesty. If you are to benefit from this class and be properly evaluated for your contributions, it is important for you to be familiar with and follow Iowa State's Academic Dishonesty and Research Misconduct Policies. Students are also encouraged to review these Student Resources.

If you have questions about using outside sources correctly, see your instructor, or the Center for Communication Excellence for support (https://cce.grad-college.iastate.edu) before you turn in an assignment. The Library also can help you (http://instr.iastate.libguides.com/content.php?pid=10314).

Student Support Resources

Student Success Concerns

You are responsible for meeting your goals in this course, but there is support across campus available to you. You can contact the Student Success Center or the Center for Communication Excellence to talk with a specialist about strategies for improving course performance and communication skills.

Mental Health Support

The Student Counseling Center is open Monday through Friday from 8 a.m. to 5 p.m. If you need to speak with a counselor after hours and are on campus, you can access a counselor through Campus Public Safety 555-838-8481.

Course Schedule

This is a tentative schedule for the semester.

Week	**Topic(s)**	**Assignments**
1	Introduction to the course Plagiarism	Complete minor assignments
2	Emails	Complete minor assignments Submit MA1: Emails
3	Starting Research Paper: Outline and Collecting Resources & Engage Your Resources	Complete minor assignment: Collecting resources
4	Introduction and Literature Review	Submit draft 1 of Introduction Book writing consultation for Methods

5	Introduction and Literature Review	Attend writing consultation meeting Submit draft 2 of Introduction Book writing consultation for Methods or Results
6	Methods	Submit draft 1 of Methods Book writing consultation for Methods or Results Book conference meeting with instructor
7	Methods	Attend writing consultation meeting Submit Draft 2 of Methods Book writing consultation for Results or Discussion/Conclusion
8	Conference meetings	Attend Conference Meeting with instructor
9	Results	Submit draft 1 of Results Book writing consultation for Results
10	Results	Attend writing consultation meeting Submit draft 2 of Results Book speaking consultation for 3MT
11	Discussion/Conclusion	Submit draft 1 of Discussion/Conclusion
12	Discussion/Conclusion	Submit draft 2 of Discussion/Conclusion
13	3MT	3MT
14	Abstract	Submit Abstract
15	Final Reflection	Final Reflection

Additional Information

Appealing your final grade:

If you feel that your final grade does not reflect the quality of the work you produced throughout the semester, please first discuss the issue with your instructor. If, after talking with your instructor, you still feel that your grade does not reflect the quality of your work, you can file a grade appeal with an appropriate person in the department. For a grade appeal, you will need to submit the following materials:

1. A memo explaining why your final grade does not reflect the quality of work you produced,
2. All the work you completed during the semester (including major assignments and weekly assignments like discussions and workshops),
3. The course policies with grade breakdown.

A panel of instructors will review your materials blindly and assign a grade based on the quality of the work. If the grade the panel assigns is higher than the grade you received, your grade will be changed accordingly. If, however, the grade the panel assigns is lower than the grade you received, your grade will remain the same.

MODULE 1: OPTIONAL DISCUSSION: MY ACADEMIC WRITING TEACHING AUTOBIOGRAPHY

You Decide This task is OPTIONAL

Discussion

Describe what your academic writing experience has been - as a teacher, student, or researcher. Consider the following questions as you prepare your response:

- **What academic writing courses have you taken (or taught)?**
- **How were they taught? Were they learner-centered or teacher-centered?**
- **Did you (or your students) have a good learning experience? Why or why not?**



"Passion led us here" by Ian Schneider via Unsplash is licensed under the Unsplash license

To help you better address these questions, we asked several guest speakers to share their thoughts about:

- What academic writing is;
- What kind of academic writing they do;
- What the biggest challenge in teaching academic writing is for them.

Listen to what our guest speakers have to say. Their ideas may be similar or different from what you have experienced in your life and career. If relevant, build on the ideas in the videos when you respond to this discussion task. Your discussion post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

>>>> Please note that this discussion can only be completed in Canvas. <<<<

Video: My Academic Writing Teaching Autobiography - Guest Speakers

Watch this Welcome to the Course Video where we introduce the course.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Text: My Academic Writing Teaching Autobiography Guest Speakers Video Transcript

What is Academic writing?

Carol Chapelle, Distinguished Professor

Academic writing supports the discovery, teaching, and learning of knowledge and understanding in many different fields of study. Academic texts are often supported by images so academic writing is a multimodal creation.

Abram Anders, Associate Professor

Academic writing is writing for the purpose of learning and creating knowledge. Writing to learn can include informal and developmental writing such as freewriting, note-taking, outlining, and summary. It may also involve multimodal composing such as interviewing, mind mapping, annotating, or storyboarding. Writing to create knowledge often builds on this type of developmental writing to create formal works designed for specific academic audiences such as proposals and reports or even research articles and books. These works may also involve multimodal composing in the form of posters, slideshows, and videos.

Jim Ranalli, Assistant Professor

Academic writing is a type of writing that is used primarily at institutions of learning (especially universities) and in scholarly publications.

Sarah Huffman, Assistant Director of Centre for Communication Excellence

Academic writing is a term used to refer to a broad range of writing conducted at the academy or university level. It can include writing different types of papers as coursework. But it could also include writing research articles, grant proposals or fellowship or scholarship applications, job application materials (like cover letters or research and teaching statements), and even writing for theses, dissertations, and capstone projects.

Emily Dux Speltz: Graduate Student

To me, academic writing means that you are writing for an audience of academics using a professional tone, clear organizational structures, and reliable sources (when applicable). Additionally, academic writing requires that you stick to the expectations of particular genres depending on the context and purpose of your writing.

What kind of academic writing do you do?

Jim Ranalli, Assistant Professor

In my day-to-day work, I write a lot of email messages to colleagues, students, administrators, collaborators, and so on. I also write research articles for publication in scholarly journals and edited books.

Sinem Sonsaat-Hegelheimer, Assistant Professor

I mostly write empirical research articles but also reviews, newsletter reports, and commentaries, as well as editorial notes for an academic journal in my field.

Joan Chamberlin, Associate Teaching Professor

My academic writing has included newsletter articles, proposals for educational programs, curriculum descriptions, accreditation documents, and conference proceedings.

Febriana Lestari, Graduate Student
I have experience composing several statements of purpose when I was applying to graduate schools in the US and for some scholarship competitions. Along with those essays, I have learned how to do academic writings for IELTS, TOEFL iBT, and GRE, and I accomplished high scores of the academic writing sections on those tests. As a graduate student, I am writing essays and class projects. Other than that, I am now teaching composition for course for first-year students. So, I am working together with my students to compose different types of essays.

What is the biggest challenge in teaching academic writing?

Carol Chapelle, Distinguished Professor
The biggest challenge is that academic writing is about knowledge and understanding in many different fields, but academic writing teachers are not experts in those fields. That means academic writing teachers need to teach students how to navigate academic writing more generally and strategies for discerning important conventions of the writing in their own fields.

Joseph Cheatle, Director of Writing and Media Center
The biggest challenge in teaching academic writing is that it is initially very daunting for students and there is a pressure for writing to be perfect.

Mark Visonà, Postdoctoral Associate
The biggest challenge for me in teaching academic writing is ensuring my students have access to appropriate sources when developing their arguments. Students sometimes come across sources that are not trustworthy and use the text type of those sources instead of the type of writing assignment that is needed for that assignment.

Sarah Huffman, Assistant Director of Centre for Communication Excellence
The hardest thing about teaching academic writing is getting students to see those patterns in what makes effective genre writing in their discipline. For a person who loves to explore language, this may not be difficult, but there are many students who struggle to articulate why a piece of academic writing is good and how they can, as writers, to meet the expectations of good writing in their areas of study.

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered what courses I took or taught that involved academic writing.
- ☐ I identified the approaches that were used by course designers and instructors.
- ☐ I considered my own learning experiences and explained if they were learner-centered or teacher-centered.
- ☐ I considered what was most challenging or most rewarding for me in learning academic writing.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Video", and "Self-Assessment Checklist by Iowa State University is licensed under CC BY 4.0.

Module 1: Review

MODULE 1 QUIZ

Assess your knowledge of Module 1!

Take the Quiz for Module 1. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.

Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

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MODULE 1: OPTIONAL TEACHING JOURNAL: COURSE OBJECTIVES



Throughout the course, you will be encouraged to keep a teaching journal. Each journal entry will help you apply what you learn to develop useful instructional materials. We will help you along the way, and we will give you samples to exemplify the materials that you will need to create. As a result, at the end of the course, you will have created an Academic Writing Course (AWC) Materials Packet, which you will be able to use in the classroom and share with other professionals more broadly.

Let's draft course-level learning objectives!

In Module 1, you have learned that when developing a course it is very important to align course objectives to unit objectives, activities, and assessments. In this journal entry, we would like you to think about a writing course that you have taught or might teach in the future. Then, we would like you to draft some learning objectives for that course.
As you work to draft your own course objectives, take some time to think about:

- your teaching context
- the content for your target academic writing course
- most important things you want students to accomplish by the end of your course.

Then, write 5-7 objectives to capture the abilities that you think your student will need to develop. If you need guidance as you reflect on your course and possible learning objectives, you may find the Examples of Learning Objectives Handout helpful.

Optional: Additional engagement

The Examples of Learning Objectives Handout includes example objectives for different approaches or skills for academic writing courses. Take a close look.

You will remember from reading about Backward Design that objectives should be specific and measurable. Additionally, they should explain the larger goals of the course, rather than a topic focused on a particular unit.

Objectives are written from a student's point of view and are often framed as what “students will be able to do” by the end of the course. Notice how the objectives in our examples all begin with action verbs such as “write (a descriptive essay), use (comparison/contrast language), identify (features of academic argument), gather (ideas), analyze and apply (the conventions of a lab report” and so on.

Additionally, note that the objectives in the example cover a range of skills in academic writing – from grammar to organization, to source use. Some also cover related skills such as reading and oral communication.

Self-Assessment Checklist

- ☐ I reflected on the module's topic and considered its relevance for my teaching context.
- ☐ I began with a brief (2-3 sentence) description of the academic writing course that I have in mind. This description includes ideas about the content and target students.
- ☐ I drafted 5-7 course-level objectives. I either drafted my own objectives or adapted some objectives that are appropriate from the Examples of Learning Objectives Handout.
- ☐ I made sure my objectives align with the needs of my students and the educational goals of my program, department, or institution.
- ☐ I considered that many of the same objectives can be addressed by multiple approaches including theme-based, project-based, team-based, etc.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

MODULE 1: SUMMARY

Video: Module 1 Summary

Watch the Module 1 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Text: Summary Video Transcript

Congratulations, you have completed Module 1 Overview of Academic Writing Courses!

In this module, you began to learn about teaching academic writing. Let's review the key ideas!

Academic writing is defined as communicating information to members of an academic community.

Academic writing depends on the rhetorical situation, which includes:

who is communicating (writer);
what information (message);
to whom (audience);
for what reason (purpose);
in which situation (context).

Academic writing has six essential features:

1. structure;
2. evidence;
3. critical thinking;
4. accuracy;
5. objectivity;
6. formality.

The rhetorical situation influences the use of these features, so academic writing instruction should address them all in some way.

Academic writing instruction must be learner-centered:

- the teacher acts as a facilitator and guide;
- students are active agents who drive their own learning;
- students bring their own knowledge and experiences to the process of teaching and learning;
- students work together to co-create knowledge.

Academic writing instruction is more effective when combining different approaches:

- Text-focused – explicitly teach students the structures, purposes, and features of texts;
- Process-focused – support students through different stages of writing, from generating ideas to
- drafting, revising, and editing their work;
- Genre-based – teach students the organization and language patterns, or conventions,
- characteristic of specific text types.

When developing an academic writing course, the teacher can use Backward Design to establish course-level objectives that:

- specify what students will be able to do by the end of the course;
- are specific and measurable;
- are aligned with assignments and assessments.

We are glad that you addressed these key ideas in your:

- Optional Discussion: My Academic Writing Teaching Autobiography;
- Optional Teaching Journal: Course Objectives.

We also hope that you will effectively apply them to your future teaching practices.

Our topic for Module 2 is Teaching Process Writing.

We look forward to having you back in Module 2!

MODULE 1 CHECK



Module 1: Check

Please answer one question to verify that you have completed all activities in Module 1. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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