



ACADEMIC WRITING SKILLS

Course code	<i>HUM108</i>
Course title	<i>Academic Writing Skills</i>
Type of course	<i>Main</i>
Year of study	<i>1st</i>
Semester	<i>Spring</i>
ECTS	<i>3 credits: 24 hrs. class work hours, 54 individual work hours, 2 hours consultation</i>
Coordinating lecturer	<i>Lilija Vilkanciene, senior lecturer</i>
Study form	<i>Full-time classes</i>
Course prerequisites	<i>Principles of Economics, Business and Management</i>
Language of instruction	<i>English</i>

Course description

Academic works such as paper, term paper, report, thesis and final thesis, annotation, abstract, review as well as their presentation belong to the area of scientific works; therefore, they have to meet general requirements of structure and content. Academic works have to be in high quality of scientific style. This course presents the structure of academic works, and analyzes scientific texts (composing sentences, paragraphs, and the whole text, referring and quotation, etc.). First part of this course is about theoretical requirements of academic writing and the second is about practical training in writing. During the lectures, students also learn how to finalize their academic work under the requirements of ISM University of Management and Economics.

Course aim

This is a basics course in academic work writing skills for students in the bachelor's degree programme of studies in economics, management and business administration. Objectives of the course are:

- Communicate effectively in specific writing situations, which may include various academic, professional, or civic situations;
- Understand and respond appropriately to the critical elements that shape communication situations, such as audience, purpose, and genre;
- Critique their own writing and provide effective and useful feedback to enable other students to improve their writing
- Demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in writing activities.

Learning outcomes

Course learning outcomes (CLO) At the end of the course the students will be able:	Study methods	Assessment methods
CLO 1. Knowledge and its application. Students will identify basic principles of rhetoric and develop an understanding of written texts as arguments generated for particular purposes, audiences, and rhetorical contexts.	Lecture, individual writing assignments, peer review of the assignments.	Summary, synthesis, analysis, final paper.
CLO 2. Research skills. Students will be able to employ analytical reading to summarize, paraphrase, draw evidence from, synthesize, and respond to the scholarship of others.	Individual writing assignments, peer review of the assignments, group class assignments.	Summary, synthesis, analysis, final paper.
CLO 3. Special abilities. Students will learn to find and evaluate print and electronic source materials appropriate for academic research	Lecture, individual writing assignments.	Summary, synthesis, analysis, final paper.



projects. Students will be able to develop original arguments for a range of academic purposes and demonstrate critical thinking skills and using information in writing activities.		
CLO5. Social abilities. Students will be able to critically evaluate their own and others' work and collaborate effectively with other writers throughout the writing process	Lecture, individual reading and writing assignments, class discussion, presentation, and peer review of the assignments.	Summary, synthesis, analysis, final paper.
CLO6. Personal abilities. Students will be able to organise their learning process and work autonomously on writing projects. They should also demonstrate understanding of academic responsibility and integrity.	Lecture, individual reading and writing assignments.	Summary, synthesis, analysis, final paper.

Quality assurance

Interactive teaching methods, interim knowledge assessment and self-evaluation, group discussions, individual and group work assignment will be employed to enhance the quality of studies.

Cheating prevention

Teaching and evaluation methods of the course favor learning and creativity as opposed to cheating. All submitted materials are expected to be the product of the one's own thought process. Information from other sources may be used; however, credit must be given, by using in-text citations. If the work of someone else (whether it is quoted or paraphrased) is not properly cited in the assignment, that is plagiarism.

In cases of cheating and plagiarism, the student(s) will be subject to the consequences outlined in The Code of Ethics of the university (http://www.ism.lt/uploads/files/dir302/dir15/8_0.php).

Teaching and learning methods

The module, based on an interactive approach to lecture and seminar sessions, will draw upon the directed learning undertaken and participants' own experiences. Throughout, emphasis will be on high levels of participant participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analyzing and making recommendations for appropriate ways. Directed learning will center upon a range of activities including pre-reading, case analyses, extended reading, reflection and research.

Course content

WEEK	TOPIC	CLASS HOURS		ASSIGNMENT & READINGS
		Lecture	Practice	
WEEK 1	Course introduction. Identifying genre, audience, purpose in texts. Analysing, planning and writing a coherent introduction.	1	1	
WEEK 2	Summary writing: analysing text structure, topic, main points. Thesis formulation.	1	1	
WEEK 3	APA requirements. Quoting, paraphrasing, summarising. Avoiding plagiarism. In text referencing and reference lists.	1	1	Summary
WEEK 4	Synthesis writing. Topics for writing. Finding and evaluating relevant sources.	1	1	
WEEK 5	Synthesis writing. Understanding an essay question and writing a plan. Body: logical organisation of paragraphs. Writing conclusions.	1	1	
WEEK 6	Synthesis writing. Thesis statement. Draft review	1	1	
WEEK 7	Analysis writing. Analytical tools, argument	1	1	Synthesis



	formulation.			
WEEK 8	Analysis writing. Draft review.	1	1	
WEEK 9	Critical reading and critique. Academic research paper. (Abstract, literature review)	1	1	Analysis
WEEK 10	Critical reading and critique. Bachelor thesis structure and requirements.	1	1	
WEEK 11	Final paper draft review.	1	1	Final paper draft
WEEK 12	Final paper draft review.	1	1	Final paper draft
	TOTAL	12	12	

As an instructor, I reserve the right to adjust the schedule according to the class progress. If any changes should occur, students will be notified in class.

Self-study and assessment

TASK	INDIVIDUAL WORK HOURS	% OF FINAL GRADE
Summary Paper	7	10 %
Synthesis Paper	10	20 %
Analysis	10	20 %
Final paper draft presentation	5	10 %
Final Paper	15	30 %
Participation in academic research	5	10%
Consultation	2	
TOTAL	56	100 %

Students' academic integrity

In the study process each student must:

- participate actively in both preparation, discussion, and presentation;
- avoid to provide a free-ride for your team/group members and to cover up their negligence and/or to seek a free-ride for yourself;
- study all assigned chapters in the textbook before the workshops and case analyses;
- know all the material discussed during classes, even if it is not in the texts;
- discuss openly and deeply in workshops and case analyses;
- stimulate class participants to be involved in the case analyses and workshop discussions;
- participate in all the workshops and case analyses;
- prepare the assignments on time.

Any of the following violations are deemed instances of plagiarism:

- using the exact words of a published or unpublished author without quotation marks and without making reference to the source of these words is an instance of plagiarism.
- using another student's research or writing assignment and submitting it as one's own work.
- duplicating a table, graph or diagram, in whole or in part, without reference to the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communications, ideas from a verbal presentation) without reference to the source.

Other types of academic misconduct include:



- copying the answers of another student in any test, examination, or take-home assignment.
- using materials in an examination or test other than those approved by the instructor.
- returning a test for a proposed grade improvement having changed any information on that test after it was marked or scored.
- submitting the same paper or portions of for more than one class or assignment, without approval by the instructors involved.
- fabricating evidence or statistics which supposedly represent original research.
- any other actions that compromise academic integrity.
- cheating on the course exams.

All the assignments and exams involving the acts of an academic misconduct will be assigned a 0 grade and the instance will be reported to the Ethics Committee.

Assignments

The course includes four major projects: summary, synthesis, analysis and final paper. More detailed instructions for these projects and assessment criteria will be presented in class.

Final Exam Paper

The main objective of the final paper is to review and assess the students' level of knowledge and understanding of the subject material. The final exam paper accounts for 40% of the final grade. Final paper will be based on the research done during the courses, it should be 4-5 pages in length (excluding title page, abstract and references) and follow APA formatting and citing requirements.

Note: The final grade is computed using accumulative formula. **All unaccomplished tasks and untaken tests are evaluated negative grade (0). All negative grades are not included to the final grade (0) is given for the negative grade.**

Class activities

10% of the final mark will be awarded for participation in academic research.

Retake of the exam

If the final grade is negative, the student might be allowed to retake the final exam during the exam retake session. In that case the exam will consist of all semester material and be worth of 40% of the final grade. The retake exam may include open questions or/and an essay. Other course assignments (projects and logs) can **NOT** be retaken at a later time.

Attendance

Because of the collaborative and cooperative nature of the writing courses, class attendance is crucial.

Tardiness

Being late to class is discourteous to the instructor, as well as to the fellow student. To that end, anyone, who arrives after the beginning of the class period, should see the instructor to explain the lateness. Anyone who arrives more than ten minutes after the beginning of class may be marked as absent.

Late works

Students are responsible for all work assigned in this course. If a student is absent for a class period, he/she needs to check the syllabus in order to determine any work he/she may have missed. Any missing assignments will count against the student's grade at the end of the semester. Any project turned in after the deadline will receive 1-point deduction for every day after the deadline on which they are not received.

Paper formatting guidelines

All projects should be typed and double-spaced, using standard font and point size. All papers should have a title, but no title page is necessary. Students need to list their name, course title and number, instructor's name and the date. Students should also include page numbers and their last name at the top-right corner of all pages but the first. For example, "Marius



Mariukas 2" would be an appropriate header. Students should print their papers on both sides of the sheet.

Literature

1. Behrens, L., Rosen, L. (2007), *Writing and Reading Accross the Curriculum*, New Yor: Pearson Longman.
2. Lyons, J. (1993), *Writing Fundamentals*, Ontario: Prentice-Hall.
3. Fulwiler, T. (2002), *The Working Writer*, New Jersey: Prentice Hall.
4. Rosenwasser, D., Stephen, J. (2006), *Writing Analytically*, New York: Thomson Wadsworth.
5. Cooper S., Patton, R. (2004), *Writing Logically, Thinking Critically*, New York: Pearson Longman.
6. Graff, G., Birkenstein, C. (2006), *They Say, I Say – The Moves That Matter in Academic Writing*, New York: W.W. Norton & Company.
7. Oshima, A. (1999), *Writing Acadmic English*, White Plains : Longman.