

**ÇANKAYA UNIVERSITY**

**ENGLISH LANGUAGE UNIT**

**2017-2018 ACADEMIC YEAR**

**FALL TERM**

**SYLLABUS FOR ENG 221**

**ADVANCED WRITING SKILLS**

**(202) ECTS Credit 03**

**For All Departments**

**ENG 221 is an elective academic writing course designed to guide students through their first research paper. The topics in this course include quoting, paraphrasing, referencing, formulating a thesis, researching sources to support main points and integrating that research into their original writing. Students will also be exposed to theoretical knowledge and process of academic writing that will enable them to gather, process, and present concise data in writing based on research.**

**OVERALL OBJECTIVES OF THE COURSE:**

**Upon successful completion of the course, students should be able to**

1. **develop their writing skills needed for academic settings.**
2. **advance their competence in using the English language form and function.**
3. **paraphrase sentences and paragraphs.**
4. **evaluate sources for relevance to their research topics.**
5. **apply referencing rules (APA style documentation)**
6. **outline their writing in a well-planned way.**
7. **write a documented essay**
8. **systematize their ideas on a topic to form a meaningful whole.**
9. **differentiate among different types of sources**
10. **gather information to support their ideas and viewpoints.**
11. **synthesize information.**
12. **make connection between ideas.**

**METHOD OF INSTRUCTION:** Lecture; communicative / meaningful language exercises; in and out of class reading/writing tasks

**ATTENDANCE:** Students are required to attend classes and examinations. Minimum required attendance is 80% for class sessions per semester, which makes up 6 hours of absence at most. A student who does not fulfill the requirement for attendance is to repeat the course. Students who miss an exam will not be given a make-up exam unless they submit an approved medical report or any other official document proving their excuse to university authorities.

**LENGTH AND PERIOD:** 2 hours per week; 14 weeks and 28 hours in total

**GRADING:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Non-documented Essay** | **Midterm** | **Quiz** | **Final Exam** |
| 15 % | 35 % | 1. %
 | 40% |

**COURSE REQUIREMENTS:**

1. **Quiz:** The quiz will evaluate students’ paraphrasing skills. If they are absent during the class hour, they will not get any points. They can get make-up quiz if they present a valid excuse such as a medical report or another exam at the same time period (This case must be verified by the instructor of the other lesson).
2. **Non-documented Essay:** Non-documented essay (400-500 words) will be written in class. Students do not have to write second drafts, and if they write they will not get higher grades, but they can ask for additional feedback from their instructors.
3. **Midterm:** Students will have only 1 midterm exam made up of multiple-choice questions.
4. **Final Exam:** Provided with necessary sources attached to the exam paper, students will be required to write a documented essay during the given exam time.

**COURSE MATERIALS:**

Students will use a pack that was prepared for ENG221 course. They can buy it from the copy room in the Main Campus.

**STUDENT’S PACK REFERENCES:**

**1.** Davis, J., & Liss, R. (2006). *Effective academic writing 3: The essay.* Oxford: OUP.

**2**. Zemach, D.E., Broudy, D., & Valvona, C. (2011). *Writing research papers: From essay to research paper.* Oxford: Macmillan.

**3.** Gülcü, M., Gülen, G, Şeşen, E., & Tokdemir, G. (2011). *Academic English: Survival skills II* (4th ed.). Ankara: Black Swan.

**4.** Oshima, A. & Hogue, A. (2006). *Writing academic English.* New York: Pearson Education Inc.

**SUGGESTED RESEARCH TOPICS FOR ENG 221 NON-DOCUMENTED EXPOSITORY ESSAY WRITING:**

Students should start doing research for reliable sources about their selected topics well before they actually start writing their documented essays and consult their instructors for help. Topics are given just for suggestion, and students are not limited to these ones.

* Which 3 universities are the best in Turkey?
* What are the reasons behind your choice of department?
* What are the reasons behind the backwardness of Eastern societies in Engineering and Technology?
* Which engineering branches do women prefer most? Or, what are some reasons women prefer a specific branch of engineering?
* Is Turkey a developing or third world country? What are your reasons?
* What are some reasons why Turkey should/ should not join the European Union?
* In what ways can social service for children and women be improved in Turkey?
* What can be done to encourage more people to get help from psychologists?
* Does family/marriage counseling fix unhealthy relationships? How?
* Why is the rate of violence against women high in Turkey?
* What can be done to protect women from domestic violence?
* What things in life contribute to happiness?

| WEEK | DAY | TEACH & PRACTICE | TASKS&HW | OTHER |
| --- | --- | --- | --- | --- |
| **1** | **25.09.2017****29.09.2017** | Course IntroductionRating ScalesCharacteristics of formal writing |  | * PPT
 |
| **2** | **02.10.2017****06.10.2017** | **Unit 1 The Essay pp. 1-10**- From Paragraph to Essay- Thesis Statements- Logical Division of Ideas |  |  |
| **3** | **09.10.2017****13.10.2017** | **Unit 1 The Essay pp. 11-17**- Examining a model non-documented Expository Essay: *Medicine and Ethics*- Examining the Essay’s Outline- Organization of a paragraph written with logical division of ideas pattern |  |  |
| **4** | **16.10.2017****20.10.2017** | **Unit 2 Unity and Coherence pp. 18-25**- Unity within a Paragraph- Editing for Unity- Unity within an Essay- Ordering Ideas for Coherence- Using Pronoun Reference for Coherence- Using Parallel Forms for Coherence |  |  |
| **5** | **23.10.2017****27.10.2017** | **Unit 2 Unity and Coherence pp. 26-34**- Main and dependent clauses- Transition signals & rules |  | -Tell students to select a topic from the list in the syllabus for their non-documented expository essay |
| **6** | **30.10.2017****03.11.2017** | -Examining the main parts of an essay **pp.35-36**-In-class writing task **(outline) p. 37** | Writing the outline of the non-documented essay students will write the following week |  |
| **7** | **06.11.2017****10.11.2017** | - In-class writing task **(non-documented**  **expository essay)** | **Writing a non-documented essay based on the outline SS prepared** **(5% for task completion in class + 10% for quality = 15%)** | Written feedback will be given to the essays SS wrote |
| **8** | **13.11.2017****17.11.2017** |  **Unit 3 Avoiding Plagiarism pp. 39-53*** Defining Plagiarism
* Common Knowledge
* CITATION – Borrowing Ideas
* In-text referencing
 |  |  |
| **9** | **20.11.2017****24.11.2017** | **Unit 3 Avoiding Plagiarism pp. 54-67**- Brief Guidelines for Giving End-text Reference- How to Create End-text Reference Page- Necessary Bibliographical Information for APA- Examining a sample essay for referencing |  |  |
| **10** | **27.11.2017****01.12.2017** | **Unit 3 Quoting and Paraphrasing pp. 68-77*** Direct quotation
* Reporting verbs
* Types of quotations
* APA rules for direct quotation
* Exercises
 |  |  |
| **11** | **04.12.2017****08.12.2017** | **Unit 3 Quoting and Paraphrasing pp. 78-84*** Basics of Paraphrasing
* Sentence-Level Paraphrasing Techniques and Exercises
 |  | \*Remind students to bring their formerly written non-documented expository essays and related sources to support their ideas |
| **12** | **11.12.2017****15.12.2017** | **Unit 3 Quoting and Paraphrasing pp.85-90*** Dividing complex sentences
* Paragraph-level paraphrase exercises
* Paraphrasing exercises
* Multiple-choice paraphrase questions
 |  |   |
| **13** | **18.12.2017****22.12.2017** |  - Multiple Choice Paraphrase questions **p. 91** |  | **PARAPHRASING QUIZ** (1 hour) |
| **14** | **25.12.2017****29.12.2017** | **REVISION:** **Parts of an Academic Paper pp. 92-100**- Transforming a Non-documented Essay into a Documented Essay | SS will analyze a sample non-documented essay and some relevant articles. They will paraphrase certain parts of articles and insert these paraphrases into the appropriate places in the original essay.  | - In class feedback will be given to the documented form of the essay that students created  |