

Course Title	Academic Writing	Instructor(s)	Won Kim
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Class Style	Lecture	Office Hours	TBD
Track	English Education	Mode of Instruction	In-person
Credits	2	Allocated Year	2
Active Learning		Compulsory or Elective	Compulsory
Course Overview	<p>In this introductory course, students will be introduced to an SFL (systemic functional linguistics)-informed functional lens through which to read and write academic texts. Students will be able to develop their functional understanding of language in academic contexts by conceiving of writing essentially as a system of linguistic choices that are closely interwoven with its context. Students will be able to gain strategies, skills, and functionally-oriented meta-linguistic awareness for constructing and representing information, ideas, and knowledge in academic settings. Students will be engaged in reading and writing various types of academic texts widely accepted across disciplines such as academic definitions, descriptive reports, data commentaries, problem solutions, and research-based writing. By producing and revising multiple drafts of these types of academic texts, students will be able to build and strengthen their scholarly voices as academic writers who can creatively and critically control salient language features of academic writing that is descriptive, explanatory, evaluative, argumentative, abstract, and technical</p>		
Course Objectives	<p>To develop students' confidence and competence as academic writers in writing in English for academic purposes by</p> <p>1) gaining their awareness of language as resources for meaning making in and through academic texts and</p> <p>expanding and deepening their understanding, abilities and skills in making appropriate</p>		

	choices of language for representing, organizing, and negotiating ideas/information in a given communicative context for academic readers		
Prerequisite			
<b>Course Schedule</b>	No	Contents	Homework
	1	Introduction to the course: an overview of the course content/aims, and assessments; diagnostic writing task	
	2	Intro to a functional lens/approach to language: functional perspectives of language and major meta-linguistic concepts	
	3	Intro to academic definitions (part 1): Intro to assignment #1; components of academic definitions	
	4	Intro to academic definitions (part 2): defining and describing; noun groups with pre/post-modifiers	
	5	Integrating other scholarly voices into your writing (part 1): Paraphrasing; citing/referencing	
	6	Integrating other scholarly voices into your writing (part 2): paraphrasing strategies and practice; nominalization	
	7	Intro to data commentaries (part 1): Intro to Assignment #2; deconstructing textual and language features of data commentaries	
	8	Organizing ideas logically (part 1): organizing ideas using theme and rheme; types of thematic patterns in academic texts	
	9	Organizing ideas logically (part 2): cohesion and coherence; building explicit and implicit logic in writing	

	10	Interpersonal positioning in writing: writing as scholarly conversations: using interactional resources for academic stances and positioning	
	11	Data commentary peer review and revision: exchanging peer feedback on the data commentary assignment	
	12	Problem solutions: Intro to Assignment #3; defining, representing, and discussing a problem academically	
	13	Problem solutions (part 2): deconstructing the language and textual features of a problem solution text	
	14	Evaluative language: language of modality; connotations/denotations; interpersonal grammatical metaphor; objectivity and subjectivity	
	15	Review and reflection: peer feedback on the problem solution assignment	
<b>Grading</b>	Quizzes: 15% Writing assignments: multi-draft-based writing assignments (total 7)		
<b>Textbooks</b>	Learning materials will be provided by the instructor		
<b>References</b>	Thompson, G. (2014). <i>Introducing functional grammar</i> . Routledge. Banks, D. (2019). <i>A systematic functional grammar of English: A simple introduction</i> . Routledge.		
<b>NOTES</b>	This syllabus is tentative, and the course content and assessment are subject to change.		