

MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION

National Research Tomsk State University

Faculty of Philology

APPROVED

Dean of the Faculty of Philology,
Professor T.A. Demeshkina



2015

ACADEMIC WRITING
COURSE SYLLABUS FOR PHD STUDENTS

QUALIFICATION AWARDED TO THE GRADUATE
Researcher; Lecturer-Researcher

MODE OF STUDY
Full-time (Distance learning)

The syllabus has been approved by the Methodology Board
of the Faculty of Philology
of Tomsk State University

27 November 2015, Minutes № 9

Tomsk – 2015

The *Academic Writing* course is designed for students who want to improve their academic writing skills to successfully complete their graduate studies. The target groups for the course are the advanced graduate students who have already a general background of writing in the graduate studies.

The course covers techniques for any type of academic writing, e.g., essays, reviews, articles, grant proposals and theses.

The students discuss the features of macro- and micro-level composition skills: essay structure, paragraph structure, coherence, sentence structure, grammar, vocabulary, and spelling.

The students are expected to analyse texts (their own and others), perform small writing tasks, take part in discussions about aspects of texts, work individually with a partner and instructor on a text they are writing.

1. The title of the course

Academic Writing

2. The place of the course in the curriculum:

Academic Writing is one of the compulsory disciplines, part of Block 1: Educational Disciplines.

3. Semester(s)

Semesters 3 and 4

4. To be enrolled in the course the student is to know:

- the fundamentals of theories of communication and text;
- the grammatical structure of the English language as well as the basics of English academic vocabulary;
- functional styles of the English language;

to be able to:

- write coherent English texts in basic functional styles;
- cooperate with colleagues and work in team;
- work with information in global computer networks;

to have a good command of:

- the English language, its literary form and stylistic variety;
- methods and techniques of various types of written communication in English;
- culture of thinking (which is to be able to perceive, analyze, generalize and synthesize information, to set goals and choose the ways to achieve them);
- information receiving, storage, processing as well as computer skills.

5. Working hours

Upon completion of the course the student can earn 2 credit units (72 hours total,

of which 12 are contact hours, 60 are independent study hours).

6. The type of the course

Academic Writing is a Moodle course.

7. The course objectives and outcomes

The **purpose** of this course is to give students an opportunity to improve their academic writing skills.

The course **objectives** are:

- to give an overview of various types of academic texts;
- to introduce the structure, style and types of academic texts;
- to introduce vocabulary required for understanding and design of academic texts;
- to shape skills of English written speech for academic writing.

Competencies achieved with the course

I. Cultural Competencies:

1. Ability to improve and develop the intellectual and cultural outlook:

The student knows:

- △ modern scientific concepts of human and behavioral cultures;
- △ methods of mastering professional knowledge and skills;
- △ techniques of demonstration of personal and professional achievements.

The student is able to:

- △ apply methods of self-improvement to ensure professional growth.

The student has a good command of:

- △ self-analysis and self-control;
- △ planning self-education in cultural and professional spheres.

2. Ability to learn independently new research methods, to change the R&D profile of the professional activity (OK-2):

The student knows:

- △ techniques of text creation and editing in English.

The student is able to:

- △ find and analyze adjacent areas of professional activity, estimate prospects of adjacent professional areas development;
- △ analyze problems of professional activity and determine the research objectives to eliminate the problems, including the situations of a possible profile change.

The student has a good command of:

- △ choosing theoretical and methodological bases for text creation research;
- △ applying methods of research to solve professional tasks;

- △ estimating research method efficiency for a professional profile;
- △ presenting research results and developing text creation and editing instructions.

3. Fluency in English for written academic communication:

The student knows:

- △ Academic English;
- △ peculiarities of English academic written style;

The student is able to:

- △ organize professional written academic communication in cross-cultural environment;

The student has a good command of:

- △ practical use of English functional styles;
- △ designing English academic texts of various types.

4. Ability to independently acquire new knowledge and skills by means of information technologies and use them in professional activities:

The student knows:

- modern information technologies of text information search and processing.

The student is able to:

- structure information to ensure easy access and work;
- use different formats of files to save and transfer information.

II. Professional Competencies:

1. Command of communicative strategies and tactics, rhetorical, stylistic and language norms and devices in the academic sphere of communication; ability to adequately use them to solve professional tasks:

The student knows:

- typology of language situations;
- the rules of creation of the coherent text and its semantic categories expressed by these rules;
- methods and techniques of professional communication in English.

The student is able to:

- be fluent in writing in academic English;
- consider genre peculiarities of academic discourse in English;
- use English for academic purposes logically and correctly.

The student has a good command of:

- English;
- spelling, lexical, grammatical and stylistic norms of English;
- skills of academic communication in English.

2. Ability to create, edit, summarize and systematize all types of texts of academic style:

The student knows:

- text activities, their peculiarities in the academic communicative sphere in English;
- the logic of semantic extension and laws of creation of various texts in English;
- types of academic genres.

The student is able to:

- edit any academic text;
- carry out a thorough critical analysis of the content and form of a speech unit for its assessment and improvement.

The student has a good command of:

- academic writing techniques.

The course **outcomes** are:

The student **knows**:

- different types of academic texts and their characteristics;
- principles and techniques for writing clear, coherent, logical academic texts.

The student is **able to**:

- differentiate between different types of academic texts;
- find, evaluate and refer to relevant literature;
- use writing and language techniques to produce a clear, coherent, logical text;
- work with fellow students to give and receive feedback on own and others' texts.

The student **has a good command of**:

- academic writing techniques.

8. The structure and content of the course

	Course Structure	Total of Hours per Topic	Tutorials	Independent study hours
1	Verb Tenses and Conjunctions	10	2	8
2	Compound and Complex Sentences	12	2	10
3	Essay Writing	14	2	12
4	Avoiding Plagiarism	6	2	4

5	Research for Academic Writing	8	2	6
6	Writing a Research Paper	22	2	20
	Total:	72	12	60

Topic 1

Verb Tenses and Conjunctions

This part is a refresher module for students to revise the use of the correct verb tenses, articles and other determiners and conjunctions in English.

Topic 2

Compound and Complex Sentences

This part is an overview of the different types of English sentences, types of clauses, transitions and punctuation English sentences use.

Topic 3

Essay Writing

This part discusses the paragraph structure (topic sentence, supporting examples, transition sentence, conclusion), the essay structure, types of essay (description, comparison-contrast, cause-effect, argument) in English.

Topic 4

Avoiding Plagiarism

This part discusses the rules of attribution to others' works and types of referencing.

Topic 5

Research for Academic Writing

This part discusses how to describe the steps of one's research and express ideas clearly in an academic format, in the basic genres of writing for research (abstract, summary, report, etc.)

Topic 6

Writing a Research Paper

This part discusses the writing process (pre-writing, writing, re-writing) for one's research paper.

9. Students' independent study

Independent work of graduate students on the topics of the course is to do three types of assignments: independent work with the theoretical material; independent work on practical tasks (exercises, essays, research papers, etc.); and team work on revision of the information and of the individual tasks.

#	Topic	Semester /Week(s)	Tasks for Independent Study
1	Verb Tenses and Conjunctions	3/1-4	English Verb Tenses

			<p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Subject-Verb Agreement</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Articles</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Conjunctions</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p>
2	Compound and Complex Sentences	3/5-9	<p>Types of English Sentences</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Types of Clauses</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Transitions</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Punctuation</p> <p>Source 1: Murphy, R. (2002) English Grammar in Use. Read information on the relevant topics and do the recommended exercises.</p>

			Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.
3	Essay Writing	3/10-17	<p>Topic Sentence Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises. Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Paragraph Structure Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises. Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Essay Structure Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises. Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Descriptive Essay Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises. Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Comparison-Contrast Essay Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises. Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Cause-Effect Essay Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises. Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p> <p>Argument Essay</p>

			<p>Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p>
4	Avoiding Plagiarism	4/1-2	<p>Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Hartley, J. (2008) Academic Writing and Publishing. A Practical Handbook. Routledge. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 3: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p>
5	Research for Academic Writing	4/3-6	<p>Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Hartley, J. (2008) Academic Writing and Publishing. A Practical Handbook. Routledge. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 3: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p>
6	Writing a Research Paper	4/7-16	<p>Source 1: Bailey, S. (2011) Academic Writing: A Handbook for International Students. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 2: Hartley, J. (2008) Academic Writing and Publishing. A Practical Handbook. Routledge. Read information on the relevant topics and do the recommended exercises.</p> <p>Source 3: Academic English Moodle Course. Do the tasks on the topic in Moodle.</p>

10. Assessment methods and criteria

The student earns the credits for the course provided that s/he hands in all the assignments during the semester and makes the final paper.

The average point for the tasks is to be "Good" or higher (See **Appendix A**)

Educational techniques

The following educational techniques are used:

simulation allows working with actual samples of academic texts;

stimulating texts in English serve to shape a complex idea of types of texts and their production methods and tools;

discussing situations of professional communication forms the skills of analysis and self-awareness;

computer technologies are aimed at developing skills for on-line searching;

group discussions serve as the foundation for a task-oriented and regulated exchange of opinions concerning the issue in question followed by a coordinated decision.

Sample Tasks

Topic 1

Find common grammar mistakes in the text below*

Historical revisionism

All writings of the history are in some way revisionist. If there would be a universally accepted view of history there were no need to research it. Many historians which write revisionist exposures want correct history. Up to now many great discoveries came as a result of the research of men and women that have been enough curious to revisit certain historical events and explore it again in depth from a new perspective.

Topic 2

Re-write the sentences punctuating them correctly*

1. Several countries signed the Treaty Britain France Italy and Spain
2. English is full of idiomatic expressions Some are so old their origins are lost others have recent easily identifiable roots
3. Although mention of the churchs existence was mentioned by the historian in the 1450s its location is still unknown
4. Hamlet is however a highly developed character
5. I look after two year old children while studying twelfth century literature.

Formal syntax. Rewrite the sentences in more formal English*

1. The professor, who I talked to, was very helpful.
2. The hotel where we stayed was marvellous.
3. They believe he is writing another novel.
4. That's the book I'm interested in.
5. They completed the restoration of the building in 5 years.

Topic 3

Re-write the jumbled sentences to create well-structured paragraphs with a topic sentence, supporting details and a closing sentence.

- In addition, artworks are highly susceptible to light.
- The provision of a suitable environment for cultural artefacts can make the difference between preservation and destruction.
- The environment of art and artefacts has a major impact on their preservation.
- Therefore, preventive conservation is the most direct and uncomplicated way of caring for works of art.
- It includes the effect of differing levels of relative humidity and temperature, the presence of insects and mould.

1. Read the notes given below. 2. Write a paragraph for the set of notes. 3. Proofread your work for: a) spelling mistakes; b) grammar mistakes' c) clear paragraph structuring*

Artists and Craftsmen in the Late Bronze Age of China (eighth - third centuries BC): Art in Transition

Paper describes major social changes in China in Late Bronze Age (particularly 4 cent. BC)

Mirrored in organization of workshops and artistic production

Bronze and lacquer different media with specific properties

But both media played significant role in development of arts in ancient China

Specifically, respective styles interacted on several levels

Interactions explored to understand role of artists and craftsmen in art history of this particular period

Topic 4

Look at these examples and identify why they are either correct or plagiarised*

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

* Sample exercises are taken from *English for Academic Study* by Frederika Gebhardt & Geraldine Ludbrook

Topic 5

Exercise 1**

Complete these sentences about comparing and contrasting.

- 1 The study looked at the different life chances of working-class children to those of middle-class children.
- 2 The results showed a marked (three possible answers) between the two groups of plants being tested.
- 3 The title of her paper was: 'Retail price differences in large supermarkets: organic foods to non-organic foods'.
- 4 My project was a of different styles of industrial architecture in the late 20th century.
- 5 The result of the second experiment was very different that of the first.
- 6 It would be interesting to do a between the musical skills of teenage girls and those of teenage boys.
- 7 The physicist drew an between the big bang and throwing a stone into a pond.
- 8 Gronsky believes cold fusion will soon be achieved in the laboratory., his colleague Ladrass believes cold fusion is simply theoretically impossible.

Exercise 2**

Use linking expressions based on the word(s) in brackets to rewrite these pairs of sentences as one sentence. Make any other changes necessary.

- 1 The south of the country has little in the way of forests. The north of the country is covered with thick forests. (UNLIKE)
- 2 A questionnaire is good. In this case, face-to-face interviews are better. (RATHER)
- 3 Asian languages such as Vietnamese are quite difficult for learners whose first language is a European one. The opposite is also true. (CONVERSELY)
- 4 Oil is plentiful at the present time. It will run out one day. (HAND)
- 5 Boys tend to prefer aggressive solutions to problems. Girls, on the other hand, prefer more indirect approaches. (WHEREAS)
- 6 In the post-war period, public transportation enjoyed a boom. Nowadays, it is little used. (REVERSE)

** Sample exercises are taken from McCarthy, M. & Odell, F. (2008) *Academic Vocabulary In Use*.

Topic 6

Look at the text and answer the questions***

- 1 What is its purpose?
- 2 What information can you get from it?
- 3 What types of words (e.g. articles) are missing?
- 4 Can you work out the general meaning based only on the content words?

_____ IADIS e-Learning 2013 conference aims _____ address _____ main issues
 _____ concerns _____ e-Learning.

_____ conference covers _____ technical _____ non-technical aspects _____
 e-Learning. Main topics _____ identified. However, innovative contributions _____
 don't fit into these areas _____ also be considered _____ they might be _____
 benefit _____ conference attendees.

Acceptance _____ based primarily _____ originality, significance _____ quality
 _____ contribution.

Finish the sentences below to describe your research***

- * We conducted a study of _____.
- * Numerous research in the area show _____.
- * Our objective was to examine _____.
- * Firstly, _____ used.
- * Secondly, _____ was examined.
- * In addition, _____ was/were demonstrated.
- * Overall, _____.
- * Finally, the following conclusion was drawn: _____.

*** Sample exercises are taken from Bezzabotnova, O. et al. (2014) English for Academics. Book 1. Cambridge University Press.

11. Methodological and informational support of the course

Recommended references (main list)

1. Bailey, S. (2011) Academic Writing: A Handbook for International Students. Routledge.
2. Hartley, J. (2008) Academic Writing and Publishing. A Practical Handbook. Routledge.

Recommended references (additional list)

1. Bezzabotnova, O. et al. (2014) English for Academics. Book 1. Cambridge University Press.
2. McCarthy, M. & Odell, F. (2008) Academic Vocabulary In Use. Cambridge University Press.
3. Oshima, A. & Hogue, A. (2006) Writing Academic English. Pearson Longman; 4th edition
4. Murphy, R. (2002) English Grammar in Use. 4th ed. Cambridge ELT.

Software and Internet sources

1. Academic Writing Resources: <http://www.coventry.ac.uk/study-at->

coventry/student-support/academic-support/centre-for-academic-writing/support-for-students/academic-writing-resources/

2. Advice on Academic Writing: <http://www.writing.utoronto.ca/advice>

3. Compleat Lexical Tutor v.8: <http://www.lextutor.ca/>

4. Using English for Academic Purposes. A Guide for Students in Higher Education: <http://www.uefap.com/>

5. Writing at University:
http://www2.napier.ac.uk/gus/writing_presenting/academic.html

The students are to have an account in the **Tomsk State University Moodle** system to be enrolled in the course.

Equipment

PC;

Internet access.

12. Language of Instruction: English

13. Instructor: Valeriya Kashpur, PhD in Philology, Assistant Professor of the Romance-Germanic Department, TSU Faculty of Philology

Peer review by: Valentina Gorenintseva, PhD in Philology, Assistant Professor of the Romance-Germanic Department, TSU Faculty of Philology

The syllabus has been approved by the Methodology Board of the Faculty of Philology of Tomsk State University on _____ 2015, Protocol # .

Appendix A

GENERAL ASSESSMENT CRITERIA FOR ACADEMIC WRITING ASSIGNMENTS

CRITERION GRADE	RELEVANCE OF CONTENT	USE OF SOURCE MATERIAL	ORGANI- SATION	COHESION & COHERENCE	LANGUAGE ACCURACY	PRESENTATION & MECHANICAL ACCURACY
EXCELLENT (5) C2 level: Masters the discourse conventions and style of research writing and can evaluate and use sources appropriately and write with a good flow and accuracy.	Appears well-focussed and relevant to topic and task; thorough coverage; well supported arguments; wide scope.	Sources thoroughly incorporated; seamless integration of sources; citation appropriate; complete absence of plagiarism; bibliography adequate and follows appropriate standards.	Outline of main ideas easily recognisable to readers; sections and paragraphs clearly marked, thorough introduction and conclusion; follows conventions of the field.	Cohesive and discourse markers appropriately used; forms a coherent whole; close, intelligible relationship between sentences; smooth flow of text.	Very few language errors; vocabulary, style and register appropriate to the topic and intended audience; closely follows the main discourse conventions of the field.	Clear presentation of both text and any tables and figures; proper format; correct spacing and indentation of paragraphs etc. Virtually no errors of punctuation, spelling or capitalisation.
VERY GOOD (4) C1 level: Can follow the basic conventions and formality degrees with fluency, use varied vocabulary and cite without plagiarism.	Appears focussed and relevant to topic and task; thorough coverage with only minor aspects missing.	Relatively good incorporation of references with only minor inconsistencies in citation and bibliographical information; total lack of plagiarism.	Minor incompleteness or lack of clarity; sections and paragraphs generally divided well; introduction and conclusion well connected to body; good adherence to conventions of the field.	Only minor inconsistencies in the use of cohesive and discourse markers, not affecting overall coherence; smooth flow of text, but possible overuse of certain discourse markers.	No major difficulties in appropriate language use; follows the main discourse conventions of the field.	Relatively clear presentation and format, but some unsystematic errors in mechanical accuracy.
GOOD (3) B2 level: Can produce various kinds of texts in own field with relative fluency and substantiation, using quite versatile vocabulary and appropriate citation.	Appears relevant to topic and task; possibly little limited in scope, too detailed in places or too long; some problems with substantiating arguments.	Adequate reference to source material, although some minor errors in evidence; absence of plagiarism though possible overuse of direct quotations and citation; bibliography may be incomplete or inadequate in minor ways.	Some incompleteness or lack of clarity in the whole; sections and paragraphs not divided perfectly; introduction and conclusion not well connected to the main body; minor problems in following the conventions of the field.	Relationship between sentences may occasionally lack smoothness; some misuse of cohesive and discourse markers somewhat affecting flow of text.	Some problems e.g. in the level of formality and register; consistent errors in certain areas of grammar, but rarely impeding comprehension.	Quite clear presentation, but with occasional inconsistencies in format and other mechanics of writing, but rarely impeding comprehension.
SATIS-FACTORY (2) B1 level: Can produce basically understandable and coherent texts with appropriate content and basic vocabulary.	Many aspects irrelevant in terms of topic and task; quite unfocussed and quite limited in scope, substantiation patchy.	Reference to source material not consistent; quotations incorporated clumsily; limited bibliography with several types of error.	Sections and paragraphs do not form a clear whole; introduction and conclusion separate from the main body; apparent difficulty in following the conventions of the field.	Lack of sentence transitions interferes at times with comprehension making relationship between sentences unclear; flow of text abrupt.	Several problems with using appropriate style and register; grammatical errors affect comprehension.	Very inconsistent in presentation and format; frequent errors in punctuation and spelling; difficult to understand.
POOR (1) (A2 level: Can write very basic and short general texts according to a good example.)	Clear difficulty in focussing and dealing with the topic; narrow scope; needs elaboration, no clear evidence of substantiation.	Clear difficulty in using and incorporating source material; problems with paraphrasing; inadequate bibliography; possible plagiarism	Poor organisation and division between sections makes comprehension of the whole very difficult.	Unsatisfactory cohesion makes comprehension very difficult; appears incoherent and lacking in logical flow.	Inappropriate style and register and frequent grammatical errors make comprehension very difficult.	Errors in presentation, format, spelling, and punctuation make the text almost incomprehensible.
INADEQUATE (0)	Clearly unable to deal with topic competently; too short and unfocussed, completely lacking any form of clear argument.	Very inadequate citation/lacking citation entirely; mostly plagiarised; does not fulfil academic requirements; no bibliography.	No apparent organisation, making reading difficult; no apparent divisions between sections or paragraphs; lack of proper introduction and conclusion.	Cohesive markers almost totally absent, making writing fragmentary and practically incomprehensible...	Number and type of errors make comprehension extremely difficult.	Partly or wholly illegible; errors in almost every sentence.

(Mainly based on Trzeciak, John & S.E. Mackay 1995: Study Skills for Academic Writing. Hemel Hempstead: Phoenix Study Series. NY: Prentice Hall and Council of Europe 2003: Common European Framework of Reference for languages; levels B1-C2).

Available from: <https://kielikeskus.jyu.fi/opetus/englanti/international-students-and-masters-programmes/international-masters-programmes/general-assessment-criteria-for-academic-writing-assignments-in-international-masters-programmes>

Appendix B

Academic Vocabulary List

© Jim Burke. www.englishcompanion.com

- | | | | |
|--------------------|------------------|--------------------|-------------------|
| 1. abbreviate | 54. compare | 107. differentiate | 160. genre |
| 2. abstract | 55. compile | 108. dimension | 161. graph |
| 3. according | 56. complement | 109. diminish | 162. graphic |
| 4. acronym | 57. complete | 110. direct | 163. header |
| 5. address | 58. compose | 111. discipline | 164. heading |
| 6. affect | 59. composition | 112. discover | 165. highlight |
| 7. alter | 60. conceive | 113. discriminate | 166. hypothesize |
| 8. always | 61. concise | 114. discuss | 167. identify |
| 9. analogy | 62. conclude | 115. distinguish | 168. illustrate |
| 10. analysis | 63. conclusion | 116. domain | 169. imitate |
| 11. analyze | 64. concrete | 117. draft | 170. imply |
| 12. annotate | 65. conditions | 118. draw | 171. inclined |
| 13. anticipate | 66. conduct | 119. edit | 172. include |
| 14. application | 67. confirm | 120. effect | 173. incorporate |
| 15. apply | 68. consequence | 121. elements | 174. indicate |
| 16. approach | 69. consider | 122. emphasize | 175. indirect |
| 17. appropriate | 70. consist | 123. employ | 176. infer |
| 18. approximate | 71. consistent | 124. equal | 177. influence |
| 19. argue | 72. consistently | 125. equivalent | 178. inform |
| 20. argument | 73. constant | 126. essay | 179. inquire |
| 21. arrange | 74. constitutes | 127. essential | 180. instructions |
| 22. articulate | 75. consult | 128. establish | 181. integrate |
| 23. aspects | 76. contend | 129. estimate | 182. intent |
| 24. assemble | 77. context | 130. evaluate | 183. intention |
| 25. assert | 78. continuum | 131. event | 184. interact |
| 26. assess | 79. contradict | 132. evidence | 185. intermittent |
| 27. associate | 80. control | 133. exaggerate | 186. interpret |
| 28. assume | 81. convert | 134. examine | 187. introduce |
| 29. assumption | 82. convey | 135. example | 188. introduction |
| 30. audience | 83. copy | 136. excerpt | 189. invariably |
| 31. authentic | 84. correlate | 137. exclude | 190. investigate |
| 32. background | 85. correspond | 138. exercise | 191. involve |
| 33. body | 86. credible | 139. exhibit | 192. irony |
| 34. brainstorm | 87. credit | 140. explain | 193. irrelevant |
| 35. brief | 88. criteria | 141. explore | 194. isolate |
| 36. calculate | 89. critique | 142. expository | 195. italics |
| 37. caption | 90. crucial | 143. extract | 196. judge |
| 38. category | 91. cumulative | 144. fact | 197. key |
| 39. cause | 92. debate | 145. factor | 198. label |
| 40. character | 93. deduce | 146. feature | 199. likely |
| 41. characteristic | 94. defend | 147. figurative | 200. list |
| 42. characterize | 95. define | 148. figure | 201. literal |
| 43. chart | 96. demand | 149. focus | 202. locate |
| 44. chronology | 97. demonstrate | 150. footer | 203. logical |
| 45. citation | 98. depict | 151. foreshadow | 204. main |
| 46. cite | 99. derive | 152. form | 205. margin |
| 47. claim | 100. describe | 153. format | 206. mean |
| 48. clarify | 101. detail | 154. former | 207. measure |
| 49. class | 102. detect | 155. formulate | 208. metaphor |
| 50. clue | 103. determine | 156. fragment | 209. method |
| 51. code | 104. develop | 157. frame | 210. model |
| 52. coherent | 105. devise | 158. frequently | 211. modify |
| 53. common | 106. diction | 159. general | 212. monitor |

213. motivation	270. quote	327. succinct
214. narrative	271. rank	328. suggest
215. narrator	272. rare	329. sum
216. never	273. rarely	330. summarize
217. notation	274. reaction	331. summary
218. note	275. recall	332. support
219. notice	276. reduce	333. survey
220. objective	277. refer	334. symbolize
221. observe	278. reflect	335. synonym
222. occur	279. regular	336. synthesize
223. opinion	280. relate	337. table
224. oppose	281. relationship	338. technique
225. optional	282. relevant	339. term
226. order	283. rephrase	340. test
227. organize	284. report	341. theme
228. origins	285. represent	342. thesis
229. outline	286. representative	343. timeline
230. pace	287. request	344. tone
231. paraphrase	288. require	345. topic
232. participation	289. requisite	346. trace
233. passage	290. respond	347. trait
234. pattern	291. responsible	348. transition
235. perform	292. restate	349. translate
236. perspective	293. results	350. typically
237. persuade	294. reveal	351. unique
238. place	295. review	352. utilize
239. plagiarism	296. revise	353. valid
240. plan	297. root	354. variation
241. plausible	298. rule	355. vary
242. plot	299. scan	356. verify
243. point	300. score	357. viewpoint
244. point of view	301. sequence	358. voice
245. portray	302. series	
246. possible	303. set	
247. preclude	304. setting	
248. predict	305. show	
249. prefix	306. signal	
250. prepare	307. significance	
251. presume	308. simile	
252. preview	309. skim	
253. previous	310. solve	
254. primary	311. source	
255. prior	312. spatial	
256. probably	313. specific	
257. procedure	314. speculate	
258. process	315. stance	
259. produce	316. standard	
260. profile	317. state	
261. project	318. statement	
262. prompt	319. strategy	
263. proofread	320. structure	
264. property	321. study	
265. propose	322. style	
266. prose	323. subject	
267. prove	324. subjective	
268. purpose	325. subsequent	
269. quotation	326. substitute	