

UNIVERSIDAD PONTIFICIA BOLIVARIANA  
SCHOOL OF EDUCATION AND PEDAGOGY  
B.A. IN TEACHING, BASIC EDUCATION AND ENGLISH AS A FOREIGN LANGUAGE

Introduction to Academic Reading and Writing

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Schedule: Saturdays, 14:00 to 18:00 – Room: 504, Block 6  
Attention to students: Saturdays, 13:00 to 14:00 or via e-mail

### Course Overview

Learning to read and write academically is a different intellectual exercise from reading literary texts or writing everyday forms of texts. It is also different from some forms of reading and writing that are part and parcel of the teaching profession, such as lesson plans and reports. Unlike reading and writing for mere pleasure, the process of academic literacy is not innate and therefore, one needs to be formally introduced to the nuances and intricacies of reading scientific texts and writing reports and research papers. It is a process that requires time and practice in order to fully master an academic discourse.

This course should then be understood as the first step toward learning how to think, read, and write in a scholarly fashion. This course and its instructor operate under the assumption that today's teachers can no longer think of themselves as mere practitioners or technicians, as the needs and requirements of today's education demand more than said role. Teachers need to think of themselves as **scholars** in their own right, as members of a larger academic knowledge community, to which they are supposed to contribute.

However, this course cannot disregard that teachers need to be highly qualified practitioners of their craft and that this course belongs to a preservice teacher education program. Therefore, a constant reflexivity (Bourdieu & Wacquant, 1992; Mora, 2010) about how to apply these contents and ideas to our work with students in the local contexts of Antioquia and Colombia will be a constant feature throughout the course.

### Course objectives

1. To introduce prospective teachers to basic elements of academic literacy and academic discourse as a key element in their preparation as scholars.

2. To create a space of reflexivity for prospective teachers to consider ways to incorporate these elements of academic literacy and academic discourse within their own teaching for their students' own benefit and growth.

### Assignments

The course will have both a Midterm and Final Exams. In addition, there are three assignments related to academic literacy that students have to comply with during the semester:

**Midterm exam.** It will be an in-class assignment, related to a particular issue of academic reading and writing that we have discussed in the first half of the course (Tentative date: March 16, 25% of final grade)

**Final exam.** It will be an in-class assignment where students, using the class literature, will take a stand about an educational issue related to academic reading and writing (Last day of class; 25% of final grade)

**Scientific article presentation and critical review.** In pairs, students have to select an article from one of the major journals on ELT in Colombia (e.g. HOW, PROFILE, CALJ, Íkala) or from any Open-Access journals in education, pedagogy, or ELT available online (you will find a list of links at the end of the syllabus). They will read the article and share their reading and their critique of the article in front of the class. They will also write a short critical review of the article they selected. (Throughout April, 20% of final grade).

**Response papers.** An important part of being an academic is learning to react to what one reads in a scholarly fashion. During the course, students have to write two response papers in which they react to an article we read in class. The first response paper will be a draft they will write to practice and get feedback before they turn in the second response paper to be graded. We will discuss key elements of writing research papers in the January class sessions. (15% of the final grade)

**Philosophy of Teaching and Education.** Part of the reflexivity process that guides this course includes thinking of where we stand as educators and scholars and the beliefs and practices that guide our work. Throughout the semester, we will work on how to create a philosophy statement. Students will turn in two drafts of the statement. (Look at schedule for deadlines, 15% of final grade)

### Expectations

**Classwork.** I expect all students to be on time every week. If, for some reason, you cannot be in class, please notify me as soon as possible. Make sure to talk to either your other classmates or me to make up for the work. No assignments will be accepted after the due date

without a proper excuse. The deadlines are set well in advance so check your personal or work schedules and check there are not any conflicts. If you foresee a conflict, talk to me immediately so we can make proper arrangements. All work is to be submitted electronically via e-mail at [raulmora@illinoisalumni.org](mailto:raulmora@illinoisalumni.org). Please include the letters ARW in the subject line so I know this is a classroom assignment. There may be a possibility that I have to travel out of town for conferences or paperwork issues at least once or twice during the semester. If that happens to be the case, you will still be responsible for the tasks for that class session. I will notify you in advance of that situation.

**Participation.** I expect all students to be prepared to participate in every class. This includes reading the assigned readings and documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your instructor and each other. Since all of you will probably be (or may already be) teachers, I also expect a high degree of professionalism and ethical behavior from all of you. If you disagree with any ideas in class, feel free to say so in a proper manner. To me, the classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage.

**Methodology.** Students will engage in classwork for 4 hours every Saturday. It is expected that students will need *at least* 4 hours a week to work on the readings and assignments for the course on their own. Since there is an option to use tutoring services to supplement the class, students should be proactive and ask the instructor for help if needed. The instructor may also suggest students to seek tutoring or extra practice if necessary, but the notion that students must be responsible and proactive is fundamental for their success in this course.

**Ethical guidelines.** All assignments are to be original work. As a scholar, I abide by the highest standards of academic integrity, including strong stances against cheating and plagiarism. Guidelines against cheating and plagiarism in this course will follow any internal guidelines that UPB has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://www.cerlalc.org/documentos/colo23.htm>) and Ley 1032 de 2006 ([http://www.unal.edu.co/dib/cip/pi\\_ley\\_1032\\_2006.html](http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html)). Please make sure to get yourselves acquainted with these laws.

## Resources

All classroom resources are available online on the Moodle site the instructor has set up for this course. Your instructor will e-mail you the instructions on how to access the site. It is your responsibility to either download (or, in the case of the Scientific Reading assignment, upload) the resources for every week. In addition to online resources, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course.

For some assignments, showing evidence that you took notes as part of the preparation process will be a pre-requisite.

### Technology

We will have access to the computer labs for some class sessions. If you happen to have a laptop, you can bring it to class as well. It is advisable to download the readings to your hard drives before the class, since use of Wi-Fi might not be needed on all occasions. In case that you cannot bring your own laptop, please make sure to print the readings (I encourage you print on both sides of the sheet, print 2 pages per side of the sheet, or use scrap paper). Regarding the use of other online applications in class (e.g. Facebook, Twitter, e-mail, etc.), I kindly ask all of you to avoid using it during class. Regarding the use of cell phones and smartphones, I have a **no-phoning, no-texting** policy in class. We only meet for four hours a week, so unless we are talking about life-or-death situations in your lives (which may happen), I expect not to see any communication devices in your hands.

**Class Schedule**

<b>Week</b>	<b>Topics</b>	<b>Assigned Readings (all available on Moodle site)</b>
1 Jan 15	Introduction to the course Introduction to Academic Reading and Writing	Alvermann, et al., 1996 Ghent, 2010 Holbrook & Rannikmae, 2009 Snow, 2010
2 Jan 22	The structure of an academic text	Connell, 2010 Mora, 2006 Pretorius, 2006
3 Jan 29	Reading: Skimming & Scanning	Luttrell, et al., 2010
	Writing: Foundations of Grammar within Academic Writing	
4 Feb 5	Reading: Summarizing	Lavoie, 2008
	Writing: APA Style	Trexler Library, Muhlenberg College (n.d.)
5 Feb 12	Reading: Questioning	Honig, 2010
	Writing: Descriptive and Narrative styles	
6 Feb 19	Reading: Note-taking	Michalsky, et al., 2009
	Writing: Persuasive style	
7 Feb 26	Reading: Critical Reading	Osborne, 2010
	Writing: Argumentative style	
8 Mar 5	Reading: Using online data bases/Literature review	
	Writing: The Response Paper	Instructor's handout
9 Mar 12	Reading: The Lit Review	Webster & Watson, 2002
	Writing: The Philosophy Statement	Instructor's handout
10 Mar 19	<b>MIDTERM EXAM</b>	
11 Mar 26	Talking about reading: Student presentations	
	The writing process: Questioning the author	Mora, 2004
12 Apr 2	Talking about reading: Student presentations	
	The writing process: Drafting and outlining	Lamott, 1995
13 Apr 9	Talking about reading: Student presentations	
	The writing process: Drafting and revising	Brand, 1998
14 Apr 16	Talking about reading: Student presentations	
	The writing process: Proofreading and publishing	Morgan, 1999

	<b>FIRST DRAFT OF PHILOSOPHY STATEMENT DUE</b>	
Apr 23	<b>EASTER – NO CLASS</b>	
15 Apr 30	The writing process: Avoiding writer's block	TBA
	Writing a Curriculum Vitae	TBA
16 May 7	The writing process: Peer review and publication (PANEL SESSION)	
	The Writing Process: Practice Session	TBA
	<b>RESPONSE PAPER DRAFT DUE</b>	
17 May 14 (?)	Plagiarism in Academic Reading and Writing	Badke, 2010 Bellack, 2008 Sikes, 2009
	The Writing Process: Practice session II	TBA
18 May 21	Reflexivity on Academic Reading and Writing in the EFL Curriculum (Part I)	Alvermann, 2006 Brunner, 2009 Ciechanowski, 2009 Krashen, 2009 Sharkawy, 2009 Whitin, 2009
	<b>PHILOSOPHY STATEMENT DUE</b>	
19 May 28	Reflexivity on Academic Reading and Writing in the EFL Curriculum (Part I)	McDermott, 2010 Pearson, et al., 2010 Shanahan, 2010 Stewart, 2009 Webb, 2010 van den Broek, 2010
20 Jun 4	<b>FINAL EXAM</b>	

## Online Resources

- Center for Writing Studies at the University of Illinois at Urbana-Champaign (USA): <http://www.cws.illinois.edu/workshop/writers/>
- Online Writing Lab (OWL) at Purdue University (USA): <http://owl.english.purdue.edu/>
- Academic writing advice – University of Toronto (Canada): <http://www.writing.utoronto.ca/advice>
- Language and Learning Online – Monash University (Australia): <http://www.monash.edu.au/lis/lionline/index.xml>
- Reference information about APA Style: <http://apastyle.org>
- I also post information about Academic Reading and Writing, literacy, and ELT on Twitter at <http://twitter.com/literaciesinelt>