Winter, 1398

Lecturer:

Ehsan Mehri

Essay Writing Syllabus

Department of English Language and Literature, Arak University

**Objectives**

This course aims to help learners

* to develop their ability in writing effective academic essays,
* to write different essay types,
* to improve learners' writing ability through draft and revision,
* to critically analyzed their and other's essay,
* to practice writing composition.

**Topics suggested for the term**

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| --- | --- |
| 1. Academic Essay Writing: Preliminaries | 10. Process Essay |
| 2. Introducing Essay Writing | 11. Narrative Essay |
| 3. Outlining | 12. Openings and Endings |
| 4. Title | 13. Cohesive Devices |
| 5. Plagiarism | 14. Coherence |
| 6. Compare and Contrast Essay | 16. Product and Process Writing |
| 7. Classificatory Essay | 17. Writing Mechanics |
| 8. Cause and Effect Essay | 18. Lexical Bundles |
| 9. Argumentative Essay |  |

**Themes for writing**

1. Culture

2. Education

3. Law

4. Freedom

5. Gender Difference

6. Room 8 (A short film)

7. Future (A short film)

**(Note: You will be referred to some essays on the themes for the class discussion)**

**Responsibilities**

Learners have to:

- take part in the class discussions and have effective contribution,

- do their readings assigned for the discussions,

- and write their class and home assignments, and deliver them on time. Any missing deadline shall not be compensated.

**Weekly Schedule (the order of the activities might be subject to change)**

|  |  |  |
| --- | --- | --- |
| Sessions | Activity | Readings |
| Session 1 | Preliminaries on essay writing; Class discussion; differences between essay, article, manuscript, etc. | **Review**: Ruetten (2012) |
| Session 2 | An introduction on essay writing; outlining; title; analyzing some samples | **Read**: RCS (pp. 100-145)  **Suggested**: Fischer (2001) |
| Session 3 | First draft: in-class writing on Arak University | *Take a breath* |
| Session 4 | An introduction to compare and contrast essay; class discussion; | **Read**: RCS (pp. 146-171);  The Code of Hammurabi; The American Declaration of Independence.  **Suggested**: Wright (2009) |
| Session 5 | Class discussion on **Law**; discussion on plagiarism; Home assignment: write a compare and contrast essay on law; send me a list of the types of plagiarism | **Read**: Different types of plagiarism. |
| Session 6 | Sample analysis of the students' essay; class discussion; revising your draft of the compare and contrast essay on your own; send me a list of the openings and endings; process vs. product writing | **Read**: RCS (pp. 146-171);  **Suggested**: Elbow (1998) |
| Session 7 | Introduction on classificatory essay; class discussion; revising the second draft of the compare and contrast essay. | **Read**: RCS (pp; 172-194);  Berlin (1969)  **Suggested**: Berlin (2002) |
| Session 8 | Class discussion on **Freedom**; in class writing; write a reflection on your experience in the essay writing class up to session 8 | *Take a breath* |
| Session 9 | Sample analysis of the students' essay; class discussion; revising your draft of the classificatory essay on your own; send me a list of lexical bundles and cohesive devices. | **Suggested**: Raimes (2004); Savage and Mayer (2005) |
| Session 10 | An introduction to cause and effect essay; class discussion; revising your second draft of the classificatory essay. | **Read**: RCS (pp. 219-252);  Cultural Issues in Iran  **Suggested**: Ghaed (1391);  Naraghi (1380); Ghazi-moradi (1394). |
| Session 11 | Class discussion on **Culture**; write a cause and effect essay on culture; send me ten positive and negative cultural behavior of Iranians. | *Take a breath* |
| Session 12 | Sample analysis of the students' essay; revise your first draft of the cause and effect essay. | *Take a breath* |
| Session 13 | An introduction to narrative essay; class discussion; revise your second draft of the cause and effect essay. | **Read**: RCS (pp. 36-51);  Essays on education by John Dewey and Paulo Freire  **Suggested**: Dewey (1916);  Freire (1970) |
| Session 14 | Class discussion on **Education**; in class writing: write a narrative essay | *Take a breath* |
| Session 15 | An introduction to argumentative essay; revise your essay; discussion on fallacies; send me the types and examples of fallacies in your life. | **Read**: RCS (pp. 253-280) |
| Session 16 | In class writing: A reaction paper on two short films. | *Take a breath* |
| Post-term | Revise your argumentative essay | *Take a breath* |

**(Note: an outline (in a separate file) should be sent to me for all the essay types)**

**Formatting**

All the home assignments need to be typed with the following format. Font: Times New Roman, Size: 12, Line spacing: 1.5, Justified. The assignments need to be email to the contact given at the end of the syllabus. Students need to mention the following in the title of their email: Name/ Family name/ Name of the course/ and the name of the assignment. So far as the name of the file attached to the email is concerned, the students need to adhere to the following format: Name/ Family name/ the name of the assignment (i.e. the essay type, outline, cohesive devices, and so on).

**Attendance and late policy**

As your class begins at 10 o'clock in the morning, no excuses on being late can be accepted. However, I understand that there might be some unexpected incidents happening. It is your legitimate right to be absent for 3 sessions all through the course, so use them wisely. I will not tolerate any late attendance of more than 5 minutes. Every two delays will be equal to one absent session noted in the list.

As I mentioned in the section above on "Responsibilities", you have to send your assignment on time. Late submission of your assignments will reduce 20 percent of the score for each activity. Please be organized to get the most out of the course. When you send your assignment via email, I will respond with a "received" email meaning that I have got your file, otherwise, note that your paper is not in my profile. No excuse on the improper working of the email will be accepted.

**Course materials**

Smally, R. L., Ruetten, M. K., and Kozyrev, J. R. (2012). *Refining compositions skills* (6th ed.). USA: Heinle.

**For further study**

Bailey, S. (2006). *Academic writing: A handbook for international students*. NY: Routledge.

Browne, M. N. and Keeley, S. M. (2007). *Asking the right questions: a guide to critical thinking* (8th ed). US: Pearson Education Ltd.

Cottrell, S. (2005). *Critical thinking skills: developing effective analysis and argument*. China: Palgrave Macmillan.

Dewey, J. (1916). *Democracy and education*. US: Macmillan.

Elbow, P. (1998). *Writing with power: techniques for mastering the writing process*. Oxford: Oxford University Press.

Fischer, S. R. (2001). *A history of writing*. UK: Reaktion Books.

Freire, P. (1970). *Pedagogy of the oppressed*. NY: Continuum.

Berlin, I. (1969). Two concepts of liberty. In Isaiah Berlin, *Four essays on liberty*. Oxford: Oxford University Press.

Berlin, I. (2002). *Freedom and its betrayal: six enemies of human liberty*. Princeton: Princeton University Press.

Meyers, A. (2006a). *Composing with confidence: writing effective paragraphs and essays*. New York: Pearson.

Meyers, A. (2006b). *Writing with confidence: writing effective sentences and paragraphs*. New York: Pearson.

Murray, R. and Moore, S. (2006). *The handbook of academic writing*. UK: Oxford University Press.

Raimes, A. (2004). *Grammar Troublespots*. UK: Cambridge University Press.

Ruetten, M. K. (2012). *Developing composition skills: academic writing and grammar* (3rd ed). Boston, MA: Heinle.

Savage, A. and Mayer, P. (2005). *Effective Academic Writing* (1-3). Oxford: Oxford University Press.

Sova, D. (2004). *Writing clearly: a self-teaching guide*. US: Wiley.

Wright, D. (2009). *Inventing God's law: how the covenant code of the Bible used and revised the laws of Hammurabi*. Oxford: Oxford University Press.

قاضی مرادی، حسن (1394). *پیرامون خودمداری ایرانیان*. ایران: نشر اختران.

قائد، محمد. (1391). *ظلم، جهل، و برزخیان زمین*. تهران: طرح نو.

نراقی، حسن (1380). *چرا درمانده ایم*. ایران: نشر اختران.

**Course grade**

*Class participation: 5%*

(Your presence is much appreciated in the class, though it should not only by physical but contributive. Part of the score is dedicated to your organized submission of the tasks.)

*Active contribution: 20%*

(This includes the readings you are assigned to study as well as the contribution you have in the class, group, and pair discussions throughout the term.)

*Course assignments: 75%*

(This mainly includes the outline, the first draft, and the first and the second revision drafts. However, you will be given loads of tasks on different topics covered in the class. The score is divided into the *quantity* of the tasks, and the *quality* of their accomplishment.)

**Contact**

You need to send your assignments to the following email address:

[ehsan.mehri.work@gmail.com](mailto:ehsan.mehri.work@gmail.com)

You can also have personal office hours by appointment only. Please set the day and time in person or via email.