



COURSE (MODULE) DESCRIPTION

Dalyko (modulio) pavadinimas	Kodas
Academic Writing/Akademiniis rašymas	

Teacher(s)	Unit(s)
Co-ordinator: Dr. Jelena Kirejeva	Vilnius University Faculty of Philology

Study cycle	Type of course (module)
First cycle	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Contact and independent work	4 semester (spring)	English

Requisites	
Prerequisites: None	Co-requisites (if): None

Course (module) volume in credits	Total student workload	Contact hours	Independent study hours
5	135	32	103

Aim of course (module): competences developed by the study programme		
<p>The course acquaints the students with the fundamental principles of writing both small-scale research projects (a research-based academic essay) and dissertations; it helps the participants to find their own identity/or their own voice in the respective research field. The course details the characteristics and the stages of writing an academic text and makes the participant aware of various manners of argument; it tackles the following aspects: the anatomy of an academic paper, concision and clarity, stylistic conventions, typographic conventions, etc.</p>		
Learning outcomes of the course (module)	Study methods	Assessment methods
<p>Generic Learning Outcomes:</p> <ul style="list-style-type: none"> – the acquisition and/or development of the following transferable skills: communication, active listening, problem-solving, critical thinking, logical reasoning, independent research and argumentation, data collection and analysis, conscious thinking, collaboration. <p>Subject Learning Outcomes:</p> <ul style="list-style-type: none"> – the acquisition and/or development of the ability to produce a well-researched, well-structured, concise and clear academic paper written according to all the necessary conventions. 	<p>Study methods include the combination of a <i>Task-Based Approach</i>, a <i>Flipped Classroom Approach</i> and a <i>Case Study</i> method through the application of the following tasks and activities:</p> <ul style="list-style-type: none"> – lectures and group assignments; – classroom polling; – Q&A sessions; – listing and/or brainstorming; – collaborative discussions based on the materials covered individually at home and in class (teacher-led); – collaborative problem-solving (teacher-led); – digital research; – readings; – the use of digital resources both as synchronous and asynchronous learning materials; reflection assignments. 	<p>1. Research essay-in-progress presentation: students will prepare and deliver an individual presentation based on their ongoing research essay. This outcome emphasises the ability to communicate academic arguments orally, use visual aids effectively, respond to questions and engage in scholarly discussion.</p> <p>2. Individual essay writing: students will complete a research-based academic essay that demonstrates the ability to construct a clear thesis, develop coherent arguments supported by evidence, apply appropriate citation styles, and adhere to academic conventions</p>

		of structure, style, and language accuracy.
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Topics	Contact hours							Independent study assignments	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practice	Total contact hours	Independent work	Assignments
1. Introduction: Overview of the syllabus, aims and objectives. Introduction to the expectations, assessment methods, and importance of academic writing in higher education.			1				1		
2. Key concepts in academic writing: Defining terminology (academic tone, argument, evidence, clarity, concision, coherence, etc.). Understanding the role of reading as part of the writing process. Strategies for choosing reliable sources, effective note-taking techniques, and creating mind maps to organise ideas.			2				2	10	<i>In-class group essay: Mind-mapping.</i> Brooks (2020, 1-11) Street (2015, 111-115)
3. Plagiarism: Text-internal references, direct quotes, indirect quotes			2				2		Murray (2012, 117-135)
4. Stylistic conventions: the use of the first person sg. – ‘I’, emotive and biased language, vague and empty language, casual language, etc. Notational conventions.			2				2		Murray (2012, 136-158)
5. Research-based academic essay: structure and topic selection Introduction to the genre of research-based essays. Criteria for selecting a suitable essay topic. Building an effective essay outline as a foundation for logical organisation. Possible research fields: Sociolinguistics, Cognitive Linguistics, Pragmatics, Cultural Linguistics, etc.			2				2	10	<i>In-class group essay: Outlining.</i> Brooks (2020, 15-24)
6. Essay writing: introduction and thesis statement Techniques for drafting a strong introduction and clear, focused thesis statement. Incorporating background reading effectively. Introduction to citation styles and their role in academic integrity.			2				2	20	<i>In-class group essay: Writing an introduction.</i> Kriauciūnienė & Arcimavičienė (2023, 119-128)
7. Essay writing: body paragraphs Strategies for constructing cohesive body paragraphs. Developing a clear line of reasoning supported by substantiated evidence. Applying the			6				6	20	<i>In-class group essay: Writing body paragraphs.</i> Kriauciūnienė & Arcimavičienė (2023,

APA formatting and style guide to academic work.								119-128) Brooks (2020, 24-36)
8. Essay writing: conclusion Writing effective conclusions that restate the main thesis, synthesise key arguments and address potential future directions or research trends.			3				3	10 <i>In-class group essay: Writing a conclusion.</i> Kriaučiūnienė & Arcimavičienė (2023, 119-128)
9. Editing and referencing: The process of redrafting and editing essays for clarity, style, and accuracy. Addressing common issues with spelling, grammar and punctuation. Correctly formatting references and compiling bibliographies.			3				3	10 <i>In-class group essay peer-review presentation.</i> Brooks (2020, 75-85) Creme & Lee (2008, 35-47)
10. Reflective writing practices: Maintaining a learning journal to track progress and challenges. Introduction to reflective writing as a tool for self-assessment and continuous improvement in academic writing.			8				8	20 <i>Individual research-based essay writing on the topic of your choice.</i>
11. Final reflection session: Group reflection on learning outcomes and skill development throughout the course. Discussion of how academic writing skills can be transferred to other academic and professional contexts.			1				1	3
Total			32				32	103

Assessment strategy	Weight %	Assessment time	Assessment criteria
Research essay-in-progress presentation	40	Week 6-9	Each student will deliver an individual presentation (15 minutes, followed by 5 minutes of Q&A). The presentation should be based on the student's research essay in progress and should demonstrate both content knowledge and effective communication skills. Assessment criteria: <ul style="list-style-type: none"> Delivery and visual aids (10 points): clarity of oral delivery, effective use of body language, and integration of visual support (slides, charts, handouts). Content (20 points): relevance, depth of analysis, originality of ideas and appropriate use of supporting evidence. Structure, cohesion and language accuracy (10 points): logical organisation of material, smooth transitions, appropriate academic register and clarity of expression.
Final essay	60	Week 12-16	Students will submit one written assignment of at least 500 words. The essay must follow academic writing conventions and demonstrate research-based argumentation. Assessment criteria: <ul style="list-style-type: none"> Content (30 points): strength of thesis and argumentation, integration of research, and critical analysis of specific examples. Structure (10 points): clear organisation into five paragraphs (introduction, three body paragraphs, conclusion), with coherence and unity across

			sections. • Style, register and language accuracy (20 points): use of appropriate academic style and vocabulary, consistency of register, grammatical accuracy, and adherence to formal writing conventions (e.g., citation style, formatting)
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or a web link
Compulsory reading list				
Kriaučiūnienė, R. Arcimavičienė, L.	2023	English for Academic Purposes and Research (C1)	ISBN: 978609 0707906	Vilnius University Press
Brooks, C.	2020	Building Blocks of Academic Writing		https://opentextbc.ca/buildingblocks/ . CC BY-NC 4.0 Licence.
Crene, P., & Lea, M.	2008	Writing at university: A guide for students		McGraw-Hill Education (UK)
Murray, N.	2012	Writing essays in English Literature and Linguistics		Cambridge: CUP
Street, B. V.	2015	Academic Writing: Theory and Practice.		<i>Journal of Educational Issues</i> , 1(2), 110-116.
Hyland, K.	2008	Genre and academic writing in the disciplines		<i>Language Teaching</i> , 41(4), 543-562.
Additional reading list				
McKinley, J.	2015	Critical argument and writer identity: Social constructivism as a theoretical framework for EFL academic writing.		<i>Critical inquiry in language studies</i> , 12(3), 184-207.
Fernsten, L. A., & Reda, M.	2011	Helping students meet the challenges of academic writing.		<i>Teaching in Higher Education</i> , 16(2), 171-182.
Orwell, G.	1946/2013	<i>Politics and the English language.</i>		Penguin UK.
Bourdieu, P.	1991	<i>Language and symbolic power.</i>		Harvard university press.
Wodak, R.	2012	Language, power and identity.		<i>Language teaching</i> , 45(2), 215-233.

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