Department of English

Stockholm University

**English for Academic Research**
**ENAEV0 (7.5 HECs)**

Advanced level course

**Teachers**: see introduction lecture
Email: name.name@english.su.se

## Course description

The overarching aim of this course is to improve the productive (speaking and writing) skills of students for academic purposes with particular reference to participating in seminars, and writing a Master's thesis in English. Two broad subsidiary aims are to increase students' confidence in the use of academic English, and to provide them with an awareness of tools and resources for continued self-study and enhancement of their abilities. Throughout the course, students analyze texts from their own research field.

## Intended learning outcomes

Upon completion of the course, the student is expected to be able to:

- display understanding of the structure and organisation of key elements of thesis writing;
- recognize and apply patterns of argumentation appropriate to general academic communication in their research field;
- apply the formal documentation standards relevant to their field;
- use academic English effectively in an appropriate style.

## Grading

The module adopts the 7-grade SU scale (A–F).
To receive a final grade, students must have completed all obligatory elements and the examination assignment [not fulfilled the obligatory elements or not done the examination assignment=no grade].
To receive a passing grade (A to E), students must complete and pass the examination assignment. They thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see "Examination" below).

## Course activities and examination

The course consists of the following activities:

- Seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Before each seminar, students are expected to finish the assigned tasks. Students should be prepared to discuss the tasks at the seminar

Students are required to complete the following:

- Written assignment (an individual research project, 1700-2000 words), A-F scale
- Oral assignment (5-minute presentation of the research project in class + Q&A), obligatory
- Written preparatory tasks, obligatory
- Attending seminars to a minimal degree of 80% (5 out of 6 seminars), obligatory

## Course format

The course comprises one introductory lecture and six seminars. The seminars deal with various components of academic writing. A substantial part of the coursework will take place in the classroom, but students will be required to complete preparatory tasks and some homework outside the class. By the end of the course, students will complete writing their own research proposal.

Please note that attendance is required. In case of absence, you are responsible for downloading relevant seminar materials from Athena and submitting make-up work by completing all the tasks assigned in class on the day you were absent. You should also submit any assignments that were due the day you missed. You should complete Athena and homework tasks as usual.

## Required reading

Chapter 1 in Cooley, L. & Lewkowicz, J. (2003), Dissertation Writing in Practice: Turning Ideas into Text. Hong Kong: Hong Kong University Press. (Available as an e-book at SU library)

## Schedule

*For dates and times, please check Time Edit regularly for updates. 80% attendance and assignments marked with an asterisk (*) are obligatory.*

| Lecture and seminars | Topics and seminar activities | Assignments due |
|---|---|---|
| Lecture | Introductory session:<br>Academic writing in English<br>Course info and required material | |
| Seminar 1 | 1. Joining the academic debate<br>2. Signposting in academic writing<br>3. The structure of a thesis | Sample texts to use for analysis (see preparation for Seminar 1, Intro lecture)<br>Submit personal aims* |
| Seminar 2 | 1. Composition of titles<br>2. Writing the introduction<br>3. Citation practices | Forum post 'Analysing structure'*<br>Read chapter |
| Seminar 3 | 1. Peer review (introduction draft)<br>2. Writing a literature review<br>3. Course assignment (structure of the research proposal) | Forum post 'Analysing introductions'*<br>Draft of introduction, bring to class and hand in |
| Seminar 4 | 1. Methodology section<br>2. Peer review (first draft)<br>3. Academic presentations | Notes on method (see handout)<br>Draft of proposal, bring to class |
| Seminar 5 | 1. Spoken presentations<br>2. Writing abstracts | Presentation* |
| Seminar 6 | 1. Writing conclusions<br>2. Peer review (second draft) | Second draft of proposal, bring to class |

**Final proposal assignment* due:**
**4 June 2025, 23:59 hours**
**on Athena Assignments**

**Resit: 7 August 2025, 23:59 hrs.**
*Please submit **Word document files***

## Grading criteria

| Grade | Description |
|---|---|
| **A. Excellent.** | The student shows excellent ability to:<br>- structure and organise key elements of thesis writing<br>- recognise and apply patterns of argumentation appropriate to general academic communication and their research field<br>- apply the formal documentation standards relevant to their field<br>- use academic English effectively in an appropriate style |
| **B. Very good.** | The student shows very good ability to:<br>- structure and organise key elements of thesis writing<br>- recognise and apply patterns of argumentation appropriate to general academic communication and their research field<br>- apply the formal documentation standards relevant to their field<br>- use academic English effectively in an appropriate style |
| **C. Good.** | The student shows good ability to:<br>- structure and organise key elements of thesis writing<br>- recognise and apply patterns of argumentation appropriate to general academic communication and their research field<br>- apply the formal documentation standards relevant to their field<br>- use academic English effectively in an appropriate style |
| **D. Satisfactory.** | The student shows adequate ability to:<br>- structure and organise key elements of thesis writing<br>- recognise and apply patterns of argumentation appropriate to general academic communication and their research field<br>- apply the formal documentation standards relevant to their field<br>- use academic English effectively in an appropriate style |
| **E. Adequate** | The student shows minimally adequate ability to:<br>- structure and organise key elements of thesis writing<br>- recognise and apply patterns of argumentation appropriate to general academic communication and their research field<br>- apply the formal documentation standards relevant to their field<br>- use academic English effectively in an appropriate style |
| **Fx. Fail (inadequate).** | The student's work demonstrates some but not all of the required skills specified in the learning outcomes at an adequate level. Some additional work is required. |
| **F. Fail.** | The student's work does not demonstrate the achievement of the learning outcomes of the course. Much more work is required. |