Stockholm University

English 1, Module 4
Academic Reading and Writing
(7.5 credits)
Spring 2025
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Module Description

This module aims to support and develop students' academic reading and writing skills in English, focusing on essays in linguistics and English-language literature. Students are trained to become more effective in reading, understanding and using academic texts in writing, for example by working with text structure and academic language.

Intended Learning Outcomes

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

- Choose appropriate strategies for reading and understanding academic texts;
- Effectively use different reading strategies for different reading purposes;
- Use academic English effectively;
- Effectively apply domain-specific conventions in academic writing in linguistics and literature.

Grading

The module adopts the 7-grade SU scale.
To receive a final grade, students must have completed all the examination assignments. Both essays must receive a passing grade for the student to receive a pass on the module. Failing to submit an assignment will result in no grade.
To receive a passing grade (A to E), students must complete all the examination assignments, and demonstrate that they achieved all the learning outcomes at least at the minimum level.

Module Activities

The module consists of the following activities:

- Lectures and seminars. For pre-seminar tasks, see instructions in this and other module documents on Athena/Itslearning.
- Before each lecture and seminar, students are expected to complete all assigned tasks to be able to participate meaningfully.

Module Format

The module will take place in the form of lectures and seminars. The seminars are intended to be active, hands-on opportunities for students to learn and practice academic reading and writing skills that are of relevance to their English Studies. The students, therefore, are expected to bring their texts (readings and their own written drafts) with them to every seminar.

Examination

Students are required to write two argumentative essays, one in linguistics and one in literature, 750-1000 words each. The essays will be based on the following articles as well as other literature (including but not limited to material from the previous ENG 1 modules).

Required reading (available via Athena/Itslearning)

Linguistics articles:

Lehrer, A. (2003). Understanding trendy neologisms. *Rivista de Linguistica, 15*(2), 369–382.

Roever, C. & Al-Ghatani, S. (2015). The development of ESL proficiency and pragmatic performance. *ELT Journal*, 69 (4), 395–404.

Taavitsainen, I. & Pahta, P. (2008). From global language use to local meanings: English in Finnish public discourse. *English Today, 24*(3), 25–38.

Literature articles:

Bollinger, Laurel. 1994. "Models for Female Loyalty: The Biblical Ruth in Jeanette Winterson's *Oranges Are Not the Only Fruit*." *Tulsa Studies in Women's Literature* 13, no. 2 (Autumn): 363–380.

Greaney, Michael. 2014. "The Oddness of Julian Barnes and the Sense of an Ending." *English* 63, no. 242: 225–240.

Optional reading for additional support

Björk, Lennart and Christine Räisänen. (1996, 2003) Academic Writing: A University Writing Course. Studentlitteratur. (Available via the University Library.)

Falk, Angela. (2011) Thinking and Writing in Academic Contexts: A University Companion. Studentlitteratur. (Available via the University Library.)

Graff, Gerald and Cathy Birkenstein. (2010 or later editions) "They Say / I Say": The Moves that Matter in Academic Writing. Norton. (Available via the University Library.)

Schedule

Please note that there may be changes to seminar dates/times and rooms. Check TimeEdit regularly.

Lectures and seminars	**Content**	**Reading and assignments**
Lecture 1 **2 hrs**	Writing academic essays	Read: Module Description and Essay Topics and Instructions documents carefully (Athena/Itslearning)
Lecture 2 **2 hrs**	Reading academic articles, literature; finding topics	Read: both literature articles; Essay Topics and Instructions document; use the Worksheet LitEssay document to help you decide on a topic and how to approach it.
Seminar 1 **2 hrs**	Introductions, thesis statements; outlining	Use the Worksheet LitEssay document to help you decide on a topic and how to approach it. Start writing a draft introduction. Bring your texts to class.
Seminar 2 **2 hrs**	Paragraphs, arguments, conclusions	Revise introduction and write at least one body paragraph for the literature essay; hand in on Athena and bring to class
Lecture 3 **2 hrs**	Reading academic articles, linguistics; finding topics	Read: the three linguistics articles; Essay Topics and Instructions document; use the Worksheet LingEssay document to help you decide on a topic and how to approach it.
Seminar 3 **2 hrs**	Introductions, thesis statements; outlining	Use the Worksheet LingEssay document to help you decide on a topic and how to approach it. Start writing a draft introduction. Bring your texts to class.
Seminar 4 **2 hrs**	Paragraphs, arguments, conclusions	Revise introduction and write at least one body paragraph for the linguistics essay; hand in on Athena and bring to class
Deadline both essay drafts **(21 May, 17:00)**		Submit essay drafts on Athena for teacher feedback
Seminar 5 **1 hr via zoom**	Question time teacher feedback	An opportunity to ask questions about the teacher feedback on your drafts
Seminar 6 **3 hrs**	Peer review	Submit your draft essays on Athena; read essay drafts allocated by your seminar teacher
Deadline final version both essays **(9 June, 17:00)**		Submit the final versions of both essays on Athena
Deadline, re-submission, final version both essays **(8 Aug, 17:00)**		Submit the final versions of both essays on Athena

Module Grading Criteria

A: Excellent	Content: The essay demonstrates an excellent understanding of the source texts and selection of highly relevant information for the argument presented in the essay. The essay proficiently develops a highly relevant thesis statement. Structure: The essay applies the academic conventions of the specific domain in an excellent way (literature/linguistics). It has an excellent overall structure with a coherent line of argument. Each paragraph is organised in a logical manner. Claims are clearly presented and supported in an excellent way drawing on the readings. Transitions are skilfully mastered. Language and presentation: The language is correct and academic in style relevant to the specific academic domain (literature/linguistics). The referencing is complete and applies the relevant referencing style both in the text and in the list of reference (Chicago/APA).
B: Very good	Content: The essay demonstrates a very good understanding of the source texts and selection of relevant information for the argument presented in the essay. The essay develops a relevant thesis statement. Structure: The essay applies the academic conventions of the specific domain very well (literature/linguistics). It has a clear overall structure with a coherent line of argument. Each paragraph is organised in a logical manner. Claims are clearly presented and very well supported drawing on the readings. Transitions are competently mastered. Language and presentation: The language is correct and academic in style relevant to the specific academic domain (literature/linguistics). The referencing is complete and applies the relevant referencing style both in the text and in the list of reference (Chicago/APA).
C: Good	Content: The essay demonstrates a good understanding of the source texts and selection of relevant information for the argument presented in the essay. The essay develops a largely relevant thesis statement. Structure: The essay applies the academic conventions of the specific domain well (literature/linguistics). It has a clear overall structure with a coherent line of argument. Each paragraph is organised in a logical manner. Claims are clearly presented and well supported drawing on the readings. Transitions are well mastered. Language and presentation: The language is correct and academic in style relevant to the specific academic domain (literature/linguistics). The referencing is complete and applies the relevant referencing style both in the text and in the list of reference (Chicago/APA).
D: Satisfactory	Content: The essay demonstrates a satisfactory understanding of the source texts and selection of largely relevant information for the argument presented in the essay. The essay develops an adequate thesis statement. Structure: The essay applies most of the academic conventions of the specific domain (literature/linguistics). It has a satisfactory overall structure with a largely coherent line of argumentation. Each paragraph is adequately organised. Claims are presented and adequately supported drawing on the readings. Transitions are adequately mastered. Language and presentation: The language use is satisfactory and the style reflects largely the requirements of the specific academic domain (literature/linguistics). The referencing is complete and largely applies the relevant referencing style in the text and in the list of references.
E: Adequate	Content: The essay demonstrates an adequate understanding of the source texts and selection of mainly relevant information for the argument presented in the essay. The essay develops an adequate thesis statement.

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	Structure: The essay applies some of the academic conventions of the specific domain (literature/linguistics). It has an adequate overall structure with a recognisable line of argument. Most paragraphs are adequately organised. Claims are presented and to some extent supported drawing on the readings. Transitions are evident. Language and presentation: The language use is adequate and to a sufficient extent academic in style. The referencing is complete and largely applies the relevant referencing style in the text and in the list of references.
Fx: Failure (Inadequate)	The student's work demonstrates some but not all of the required skills specified in the learning outcomes. The student has not demonstrated an acceptable command of academic English.
F: Fail (Totally inadequate)	The student's work does not demonstrate the achievement of the module outcomes at a minimally adequate level.

NB: To qualify for a grade, both essays need to achieve at least a passing grade. If one of the essays is graded with Fx or F, the final grade will also be a Fx respective F. The failed essay needs to be resubmitted. Essays that have achieved a passing grade cannot be resubmitted for re-evaluation.

The grades for both essays are equally weighted, that is, they contribute in equal parts to the final grade.