

## TIGP: Level 1 Syllabus

<b>Course Length:</b>	30 Hours
<b>Course Focus:</b>	Essay writing
<b>Organization:</b>	TIGP

**Course Description:** Entry to the course is based on a formative diagnostic, and the course is designed for students with a CEFR rating of between B2 – C1 or IELTS 5.5 – 6.5. This course will focus on the basic aspects of organizational structure, grammar, and content that apply to essay writing. Classroom work will include examining sample texts, group discussions, and exercise completion. Homework will include exercise generation and completion and text analysis.

### Texts:

- Longmans Academic Writing Series 4
- Center prepared Handouts

**Goals:** By the end of the course, students will be able to:

- understand organizational structures typically used in essays
- identify and produce grammatical structures typically used in essay writing
- understand the different effects of using different grammatical and syntactical structures
- deconstruct and construct a full essay
- practice many of the skills that are used in professional writing

**In class:** In class work will progress from teaching material to adapted professionally published material that has been selected for being exemplars of writing in specific genres or of specific academic conventions. The goal is to encourage transference of skills learnt from in class writing to real, professional writing.

### Notes:

1. The syllabus that follows is subject to change depending on students' needs.
2. Additional work will be assigned by the instructor for homework based on the daily schedule.
3. All work must be handed in on the due date.
4. All students are expected to preview the material for the course.

## Daily schedule

2021/2/25 ~ 5/13, Thursday 14:10-16:25

Day	Date	Lesson	Focus	Source	Assignment
1	Feb. 25	Introductions The noun phrase	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course introduction</li> <li>• Model essay</li> <li>• Identifying the head noun + modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1</li> <li>• Unit 9</li> <li>• Handouts</li> </ul>	
2	Mar. 4	Foundation	<ul style="list-style-type: none"> <li>• Paragraph structure</li> <li>• Sentence structure</li> <li>• Using parallel structures</li> <li>• Sentence issues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1</li> <li>• Unit 9</li> <li>• Unit 10</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory paragraph</li> </ul>
3	Mar. 11	From Paragraph to essay Introductions Thesis statement	<ul style="list-style-type: none"> <li>• Essay structure</li> <li>• Funnel introduction</li> <li>• Thesis statement (Author's stance)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>
4	Mar.18	Coherence	<ul style="list-style-type: none"> <li>• Repetition of key words</li> <li>• Consistent pronouns</li> <li>• Logical order</li> <li>• Signaling</li> <li>• Old and new</li> <li>• Parallel structures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2</li> <li>• Handouts</li> </ul>	
5	Mar. 25	Controlling the flow	<ul style="list-style-type: none"> <li>• Outlining</li> <li>• Defining and non-defining adjective clauses</li> <li>• Extended definitions &amp; stipulated definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 13</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Essay outline</li> </ul>
6	Apr. 1	Types of support	<ul style="list-style-type: none"> <li>• Examining support</li> <li>• Evaluating efficacy of support</li> <li>• Noun clauses &amp; Reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5-8</li> <li>• Handouts</li> <li>• Unit 11</li> </ul>	<ul style="list-style-type: none"> <li>• Revise essay outline</li> </ul>
7	Apr. 8	Paraphrasing	<ul style="list-style-type: none"> <li>• Plagiarism</li> <li>• Paraphrasing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Unit 3</li> </ul>	<ul style="list-style-type: none"> <li>• Draft 1</li> </ul>
8	Apr. 15	Synthesizing	<ul style="list-style-type: none"> <li>• Synthesizing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> </ul>	
9	Apr. 22	Qualifying claims	<ul style="list-style-type: none"> <li>• Boosting &amp; hedging</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Draft 2</li> </ul>
10	Apr. 29	Summarizing  Conclusions	<ul style="list-style-type: none"> <li>• Summarizing vs. summarizing for a purpose</li> <li>• The inverted funnel</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>
11	May 6	Maintaining flow and focus	<ul style="list-style-type: none"> <li>• Controlling the theme</li> <li>• Nominalizations</li> <li>• Types of adverb clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Unit 12</li> </ul>	
12	May 13	Academic titles Course Review	<ul style="list-style-type: none"> <li>• Two-part &amp; three part titles</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Handouts</li> </ul>	

The teacher reserves the right to amend the syllabus as deemed necessary.

The skills taught throughout this are applicable and transferable to the various aspects of academic and scientific writing.

Introduction	<ul style="list-style-type: none"> <li>• Funnel introduction</li> <li>• Thesis statement (Author's stance)</li> <li>• Paraphrasing techniques</li> <li>• Synthesizing techniques</li> <li>• Defining terms</li> <li>• Types of support</li> </ul>
Results	<ul style="list-style-type: none"> <li>• Using parallel structures</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• Noun clauses</li> <li>• Types of support</li> </ul>
Abstract	<ul style="list-style-type: none"> <li>• Summarizing</li> </ul>
All sections	<ul style="list-style-type: none"> <li>• Identifying the head noun + modifiers</li> <li>• Cohesion</li> <li>• Sentence &amp; paragraph structure</li> <li>• Boosting &amp; Hedging (Author's stance)</li> </ul>

### Assignment Descriptions

The assignment (outcome) will be on **one topic** of the student's choosing throughout the course.

- **Diagnostic:** A paragraph of  $\leq 350$  words introducing the topic of the assignment
- **Introduction:** An introduction of  $\leq 500$  words on a topic of the student's choice
- **Body:** A body section of  $\leq 750$  words on a topic of the student's choice
- **Conclusion:** A  $\leq 500$  words on a topic of the student's choice

### **Instructions**

- The grade is based solely on the final essay.
- Homework, related to the class, will be given in class periodically.
- For the assignment APA 6<sup>th</sup> Edition academic conventions must adhere to.
- Submission dates must be strictly adhered to.