<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Code</th>
<th>Semester</th>
<th>T + P Hour</th>
<th>Credit</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual Analysis and Academic Writing</td>
<td>UNI124</td>
<td>Spring 2014-15</td>
<td>3+0</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Prerequisite**
UNI 124 Textual Analysis and Academic Writing

**Language of Instruction**
English

**Course Type**
Compulsory

**Course Coordinator**
Deniz Ezgi Avci Vile

**Instructor**

**Assistants**
None

**Course Objectives**
This course is designed to familiarize students with academic language use through analysis of various authentic academic texts in a theme-based curriculum and to further acquaint students with the methods and techniques required to analyze and critique a text and to use these skills in their written academic work.

The objectives of this course constitute familiarizing students with various methods of analysis and synthesis, enhancing critical thinking through the practice of writing a content based essay, a literary analysis paper, an argumentative essay and a research paper and strengthening students’ communication skills through a variety of independent and group activities, classroom discussions and debates. Through exploration of authentic academic texts and producing written work this course aims at reinforcing and brushing up on students’ acquired basics of academic research and citation skills. Students are encouraged to research material in order to produce their original work in an accurate and coherent manner with their own interpretations supported with evidence.

**Learning Outcomes**

- After completion of this course, students will
  1. be acquainted with the notions of symbolism and implicit meanings within a given text.
  2. be able to give more nuances to reading of any given text and be able to locate it within its broader context; i.e. cultural, historical, political and psychological.
  3. have an understanding of how audience, purpose and the language form the function and the meaning of the text.
  4. be able to refute an opposing argument using substantiated evidence.
  5. produce grammatically, lexically and mechanically accurate language in a coherent, cohesive and organized manner.
  6. be able to conduct a thorough academic research by assessing the credibility of sources and thus select appropriate ones.
  7. be able to use a blend of in-text citation techniques, namely paraphrasing, summarizing and quoting.
  8. be able to document sources accurately and effectively in APA documentation style in order to avoid plagiarism.
  9. defend their own ideas in a rational and ethical manner both individually and in group discussions and debates.
  10. express alternative substantiated perspectives both individually and in group discussions and debates.

These acquired skills will enable students to produce essays and papers (a content based essay, a literary analysis paper, an argumentative essay and a research paper) using their interpretations and research findings to convincingly prove their theses to the reader. It will provide the necessary foundation to assess and analyze texts in other fields throughout their studies and into their careers. The tools and techniques acquired on the course will, thus, allow them to produce academic work of a more sophisticated quality. These acquired insight and techniques, culminating in a graded research paper, will provide a key foundation for their future essays and research papers.
Teaching Methods: The course content is mainly built around content-based instruction (CBI). Students are expected to read about universally acknowledged topics such as women’s rights, discrimination and democracy and to exploit relevant authentic academic articles, editorials, short stories and commentaries to complete assignment sheets. During class, feedback is given on these assignments through class discussions, debates, group and project work. Also, the socio-political and historical references of the texts are discussed in class.

With regard to non-fictional texts, articles, commentaries and editorials, students are expected to analyze the texts and synthesize relevant information from these sources in some of their written work after class discussions.

Assessment Component: In-class Assignment 1 (1st draft): 15%
In-class Assignment 1 (2nd draft): 10%
Research Paper Outline and Annotated Bibliography: 20%
Research paper: 40%
Participation Grade: 15% (Exploiting the assigned texts, doing pre-reading tasks, participating in class discussion & doing homework)

WEEKLY ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Initial studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>INTRODUCTION: Intro to the Course- Plagiarism</td>
<td>Students are expected to come to class having read the assigned chapters, texts, and answered the assigned questions. Students are expected to participate in class discussions, debates, group work, question and answer sessions. Their participation in class activities determines 10%of their total grade.</td>
</tr>
<tr>
<td></td>
<td>1. <strong>Theme 1</strong> Individual and Society <strong>Text 1</strong> - short story: “The Doll's House” by Katherine Mansfield</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1. <strong>Theme 1</strong> Individual and Society <strong>Text 1</strong> - short story: “The Doll's House” by Katherine Mansfield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Input on Analysis of a Literary Text – (10%+10% drafting 700 words)</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>1. <strong>Theme 1</strong>: Individual and Society <strong>Text 2</strong>: “Once Upon a Time” by Nadine Gordimer</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>1. <strong>Finish: Theme 1</strong>: Individual and Society <strong>Text 2</strong>: “Once Upon a Time” by Nadine Gordimer / Revision on stories (Revision or Discussion Feedback on the assignment) In class Assignment 1: (1st Draft) Literary Analysis Essay in class 10% (minimum 700 words)</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Theme 2</strong>: Communication <strong>Text 1</strong>—“Ways of Seeing” by John Berger</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Theme 2</strong>: Communication: <strong>Text 2</strong> – “Texts in the City” by Victoria Carrington</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Introduction to academic writing - Citation – Plagiarism - mechanics APA - in class Citation - Research Paper (35% 1000-1200 words) input &amp; Research Paper: Sample Outline &amp; Annotated Bibliography Sample <strong>Announce In-Class Assignment 1st Draft Grades: (2-3 April)</strong></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Theme 3</strong> Discrimination - <strong>Text 1</strong> - Discrimination- “Reciprocal Bases of National Culture and the Fight for Freedom” <strong>Deadline for Assignment 1 Second Draft (10 April by 17.00) 10%</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Week 9**

**Theme 3** Discrimination - *Text 1* - Discrimination - I have a dream by Martin Luther King

**Week 10**

In-class Workshop – peer check Outlines – Annotated Bibliographies - APA (in-class work / sample outline and bibliography)

**Week 11**

Announce In Class Assignment 2nd Draft Grades

*4 May Monday – Tuesday*

Deadline for Research Paper Outlines + Annotated Bibliography – (20 %) 4 May by 17:00

**Theme 3:** Food Ethics *Text 2:* “Vegetarianism and Planetary Health” by Michael Allen Fox

**Week 12**

**Theme 3:** Food Ethics: *Text 2:* “Consider the Lobster” by David Foster Wallace

**Week 13**

**Theme 4:** Democracy: *Text 2:* “The Dark Side of Dubai”

**Week 14**

Feedback on Research Papers

**Week 15**

**REFERENCES**

Main Textbook & Texts covered:

1. The Doll's House by Katherine Mansfield
2. The Doll's House by Katherine Mansfield
3. Once Upon a Time by Nadine Gordimer
4. Ways of Seeing by John Berger
5. I write therefore I am: Text in the City by Victoria Carrington
6. I have a dream by Martin Luther King
7. Consider the Lobster by David Foster Wallace
8. Vegetarianism and Planetary Health by Michael Allen Fox
9. Reciprocal Bases of National Culture and the Fight for Freedom by Frantz Fanon
10. “The Dark Side of Dubai” by

**ECTS / WORKING HOUR TABLE**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Weeks</th>
<th>Duration (Hour)</th>
<th>Working Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of the Course (Including Exams: 14 x Total Weekly Course Hour)</td>
<td>14</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Extracurricular Working Hour (Preparatory Work, Review)</td>
<td>14</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Assignments, Presentations, Internet Studies, etc.</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>In-term Study</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Research Paper Study</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Working Hours in Total</td>
<td></td>
<td></td>
<td>104</td>
</tr>
<tr>
<td>Working Hours in Total / 30</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>ECTS Credit of the Course</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>