Essay Writing 2 BBNAN20800 Z2

**Instructor**: Balogh Beatrix

**Time and place**: Tuesdays 12.30-14.00 BTK Z Rm 223

**Availability**: Thursdays 12.00-13.00 BTK Z 110, or by appointment/via email: trixiebalogh@yahoo.com

**Purpose** of the course is to help students develop the technical skills of academic essay writing with the triple focus on logically arguing a scholarly perspective supported by textual evidence and the use of properly referenced secondary literature, and adopting the advanced and formal academic writing style. This is a practice-oriented course honing students’ ability of analyzing methods in writing and developing aspects of analysis independently and learning the mechanics of referencing supporting sources and producing the attendant bibliography in the MLA style.

Academic language and style—essential to compelling essays—will be honed on through both in-class analysis and home revisions. By the end of the course students will have a tool-kit with which they can write academic essays required in the second and third-year courses.

**Format and Requirements:** class participation, short reading, research and short writing assignments (weekly), writing one full-blown essay on a particular aspect of Kate Chopin’s Desirée’s Baby conforming the stipulated academic structural, language, citing, and layout requirements and accompanied by a full-fledged bibliography in MLA.

Should in-person teaching become unfeasible the weekly tasks will be posted to Neptun; small writing tasks must then be completed via Unipoll task-sheets, while the essay (required paragraphs, first and second drafts) are to be produced in a word.doc file conforming to the required formatting and layout.

**In-class work, short writing tasks, and peer-reviews**:

In the first half of the course we will all work with same primary literature/text and will discuss in class, apply, practice, and review the basic stages of the writing process (finding a topic (particular aspect/theme); conducting research and finding relevant sources; formulating a thesis statement, devising a draft and an extended outline; integrating and referencing source material; and writing a 3-4 page academic essay. You will have the opportunity to brainstorm and compare notes about your writing ideas and we will together explore the effective strategies and the typical pitfalls of the research and writing process together.

You will also complete short writing assignments at home that will help you learn to work with the fundamental concepts of academic writing that all students and scholars use: reading closely to analyze texts and question sources; reasoning with evidence; organizing persuasive and well-structured arguments; and communicating your ideas in clear and effective prose

**Individual Home papers:** You will produce your home essay in weekly bits (see Tasks) and will submit the full-fledged draft by October 19. Instructor and peer feedback is given individually. The revised copy of your home paper is to be submitted by November 27. Missing the deadline or utterly not conforming to the prescribed academic writing style results in full grade losses.

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| class/  date | | Topic/ Main focus  Deadlines | | Task (completed for this class) |
| Sept 14 | Introduction to academic essay. The genres of Literary review and criticism. Writing with a creative streak v academic essay. What is referencing. | | **Read Kate Chopin’s *Desirée’s Baby***. | | |
| Sept 21 | Potential perspectives and analytical frames.  Content of the Introduction. Formulating a thesis statement (claim and controlling ideas).  Admissible sources (books, journal articles, Scholar-authored magazine articles) and where to look. Interpretative reading. | | Write a short (280-320 characters) **promotional review** of the short story. | | |
| Sept 28 | How to reference secondary literature in body text (MLA parenthetical); corresponding format of bibliography.  language style and register. Compare with magazine LitRev.  Expanding the outline—topic sentences and supporting textual evidence.  Structure, format, layout. | | 1, Review the DB promos and select your favorite. Mark good/effective language bits in the texts. 2, Choose your academic perspective/analytical frame and devise an **outline**. 3, **locate and list 5 sources that you plan to reference**. Submit your **research notes** (source, text, commentary). produce a research report. | | |
| Oct 5 | internal logic: coherence and cohesion. Revising outlines.  Writing paragraphs: Mirroring introduction and conclusions; transitions.  Degrees of plagiarism.  Revisit mechanics: spelling, punctuation, word-choice | | Submit your revised research report, introduction and outline employing the proposed evidence (secondary literature).  Submit **your introductory paragraph** with an articulate thesis statement. | | |
| Oct 12 | Syntax problems and temporal shifts—your poor reader gets confused. Exercises on quoting and referencing, addressing particular plagiarism issues.Style problems: informality, vague language, wordiness | | Submit your **revised Introduction** and **one body paragraph** along with a **detailed outline** (topic sentences and one reference for each paragraph). | | |
| Oct 19 | How to review peer papers: comment on thesis, focus, analysis, support, use of literature, language and style. | | **Submit your first draft** academic essay on DB Review | | |
| Fall Break **Peer-review a student essay** | | | | | |
| Nov 9 | Individual consultations, first drafts | |  | | |
| Nov 16 | Individual consultations, first drafts | |  | | |
| Nov 23 | Addressing style and language issues specific to your papers. Writing with precision; logical fallacies and non-academic reasoning. | | peer-review and feedback. | | |
| Nov 30 | Final copyreading tips | | **Revised copy** (2nd draft) is due. | | |
| Dec 7 | Individual Evaluations | |  | | |
| Dec 14 | Individual Evaluations | |  | | |

Attendance, class work, and evaluation:

1. You should prepare for each class. **Missing a class does not exempt you from home assignments for that week** or preparing for the next.
2. Wearing a mask is compulsory at all times while on PPCU premises. You can only enter the classroom with your mask on (and hands sanitized). Make sure your mask provides safe covering when engaged in small-group discussions (masks with folds are more likely to remain in place while speaking).
3. Make attending classes your priority as long as we can meet in the classroom. If you are bound to miss classes due to illness (or symptoms make you cautious), let the instructor know immediately. Assignments should be turned in notwithstanding. Do not miss a class for an alluring alternative activity. If you miss more than 3 classes without permission, your course may be marked “incomplete”. Crucial aspects of effective academic writing skills develop via the trial-and-error practices in class.
4. **Evaluation:** yourfinal grade will be based on the following components: meaningful participation in class discussions and completion of small writing tasks (50%), First draft of academic essay on designated short story (20%); Peer review (15%); Final draft (15%). Bear in mind that mechanics and content cannot be separated: poor mechanics of spelling, punctuation, or word choice interfere greatly with any reader’s understanding of content. Always submit your written work on time; late work is marked down. **You must complete all written assignments to pass the course**.

Recommended Readings:

Csölle Anita, Kormos Judit. *A Brief Guide to Academic Writing*. Budapest: MKK, 2000

Whitaker, Anne. *Academic Writing Guide*. Seattle/Bratislava: City University of Seattle, 2010. <http://www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf>