Essay Writing 1 BBNAN20700 D3

**Instructor**: Balogh Beatrix

**Time and place**: Thursday 14.30-16.00, D414

**Availability**: Office hours: Tuesday 16.00-17.00, or via email: Balogh.beatrix@btk.ppke.hu

**Purpose** of the course is to help students develop the technical skills of essay writing with a special emphasis on argumentative essays. This is a practice-oriented course familiarizing student with the basic stages of the writing process and the structural features of an argumentative essay. 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 reader-oriented persuasive essays.

**Format and Requirements:** Class participation, short-in class writing exercises, team essay (introduction and outline); home assignment (Mind map, Introduction, outline, 1 short essay, Peer-reviews).

The first half of the course should walk you through the basics of English essay writing through in-class group tasks, discussions, and shorter home assignments. You will be producing your own essay in the second half with frequent peer reviews and one individual consultation with the instructor. Handouts and fundamental course material will be distributed in class, and possibly posted to Teams, while your individual essays should be submitted in word format both online (via email) and in hard copy: A4, 12 pt Times New Roman, title center position, paragraph indented and text justified, author’s name and neptun code in top right corner, full essays are cca 300-350 words/1 page and organized into five paragraphs. Sources/references are not required in essay 1 but if your argument relies on sources for data or specific claims, indication of source is advised.

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

You will write short exercises, then drafts, and then full revision. Together as a class, we will explore specific writing issues and challenges common to college writing assignments.

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 are to choose a **topic of your Essay by March 21** and submit its **introduction, 1st body paragraph, and outline by April 4, Full essay by April 18, your review of a peer essay by April 25, Revision by May 9 or 16** (subject of your first consultation).

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| class | | Main focus | | Skills and practice |
| 1 | Choosing a debatable topic and arguable point.  From question to thesis statement.  *Brainstorming: How to get from pros and cons to a prospective thesis statement. First instance of vague language.*  Layout and format issues | | **Group work: Brainstorm** about the positive and negative aspects of watching TV; brainstorming for ideas, pros&cons; selecting arguments, formulating claim(s).  **Home: draw mind map, reformat layout** | | |
| 2-3 | Working on your introduction paragraph: a roadmap to your paper. **Submit your mindmap. Submit formatting task.**  *Basic* ***structure*** *for descriptive and argumentative papers*  ***Developing Outline*** *from Mindmap*  *Stops on the road: the* ***topic sentence****.*  *Academic language and style.* | | **Groupwork 1:** Discuss and select 3 topics from the pool.  **Groupwork 2:** Peer-review of introductory paragraphs (evaluate for clarity (thesis and roadmap), and language (style and grammar). Post-it notes for organizing ideas.  Individual: Copy-read and evaluate a student essay. | | |
| 4 | **Submit the topic/title of your Essay March 21**  **Submit Intro, outline, and 1st paragraph April 4**  Cohesion and coherence. Linking ideas.  Research for proof—the scaffolding of your paper.  Organizing supporting evidence. | | **Groupwork 1:** Review and Rearrange topic sentences. | | |
| 5 | **Revised Intro, outline, and 1st paragraph and conclusion**  *Transitions🡪 signposting for your reader on the road.*  *Punctuations: stops, green lights, slow-downs, and round-abouts, and dead-ends.* | | **In-class revision:** Copy editing for clarity and grammar; Exercises for effective linking and transitions. | | |
| 6 | **First draft of Essay due April 18**  Degrees of plagiarism. Citing authorities or data.  Layout and format revisited—make it easy on your reader. | | Exercises for effective word choice. | | |
| 7 | **Peer reviews due April 25**  In-class peer review (read, correct, and evaluate).  Honing on style: Craftier language and conciseness | | In-class practice with language issues.  Home: *Revisit mechanics: spelling, punctuation, word-choice*  *Syntax problems and temporal shifts—your poor reader gets confused.* | | |
| 8-10 | **Individual consultation on first draft** | | **Revisions and feedback** | | |
| 11 | **Individual consultations on revised copy** | | **Revisions and feedback** | | |

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. Written assignments are to be submitted by Tuesday 12am (noon) via email. Assignments turned in later may be marked down or not be reviewed and scored by the instructor.
2. You may miss a **maximum of 3 classes** during the semester. Since you may be bound to miss classes due to an illness (counted into the 3 possible absences), do not miss a class for an alluring alternative activity. If you miss more than 3 classes without permission, your course will be marked “incomplete”.
3. **Evaluation:** yourfinal grade will be based on the following components. Class work: meaningful participation in class discussions, completion of small writing tasks (30%), Essay(s) (Draft and Revision 50 %), Peer Review and editing tasks (20 %). 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. Plagiarized work entails failing the course. AI-generated texts will not be considered towards your completion of the given assignment. **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>
* “Essay writing: Traffic Signals for the Reader” <https://www.scribendi.com/advice/essay_writing.en.html>