JÖNKÖPING UNIVERSITY
School of Education and Communication

KURSPLAN
Supporting Academic Writing in all Subjects, 1,5 högskolepoäng

Supporting Academic Writing in all Subjects, 1.5 credits

Kurskod:	LSWR23	**Utbildningsnivå:**	Avancerad nivå
Fastställd av:	Utbildningschef 2022-12-05	**Utbildningsområde:**	Undervisningsområdet
Gäller fr.o.m.:	Våren 2023	**Ämnesgrupp:**	PE1
Version:	1	**Fördjupning:**	A1N
		Huvudområde:	Pedagogik

Undervisningsformer

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Undervisningen bedrivs på engelska.

Förkunskapskrav

Bachelor's degree minimum 180 credits and employment as a university lecturer, doctoral student or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Individuell skriftlig inlämningsuppgift, Metaspråk för textarbete och textegenskaper i ämnesspecifika texter	0,5 hp	U/G
Individuell skriftlig inlämningsuppgift, Didaktiska perspektiv på skrivstöd	1 hp	U/G

Kursvärdering

The instruction is followed up throughout the course. A course evaluation is conducted at the

end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Kurslitteratur

Afdal, Hilde W., Spernes, K. & Hoff-Jenssen, Reidun (2022). Academic reading as a social practice in higher education. *Higher Education (2022).* http://www.doi.org/10.1007/s10734-022-00893-x. 19 p.'

Badenhorst, Cecile, Moloney, Cecilia, Rosales, Janna, Dyer, Jennifer & Ru, Lina (2015). Beyond deficit: graduate student research-writing pedagogies. *Teaching in Higher Education 20*(1), 1–11. http://www.dx.doi.org/10.1080/13562517.2014.945160. 11 p.

Bastalich, Wendy (2011). Beyond the local/general divide: English for academic purposes and process approaches to cross disciplinary, doctoral writing support. *Higher Education Research & Development 30*(4), 449-462. http://www.doi.org/10.1080/07294360.2010.518954. 14 p.

Gorzycki, M., Desa G., Howard, P.J. & Allen, D.D. (2020) "Reading Is Important," but "I Don't Read": Undergraduates' Experiences With Academic Reading. *Journal of Adolescent and Adult reading 63*(5), 499-508. http://www.doi-org.proxy.library.ju.se/10.1002/jaal.1020. 9p.

Harper, Rowena & Orr Vered, Karen (2016). Developing communication as a graduate outcome: using 'Writing Across the Curriculum' as a whole-of-institution approach to curriculum and pedagogy. *Higher Education Research & Development 36*(4), 688-701. http://www.doi.org/10.1080/07294360.2016.1238882. 14 p.

Jonsmoen, Kari Mari & Greek Marit (2017). Lecturers' text competencies and guidance towards academic literacy. *Educational Action Research 25*(3), 354-369. http://www.doi.org/10.1080/09650792.2016.1178156. 16 p.

Minkyung Choi, Joseph N. Todaro (2022). From Considerate to Challenging Texts: A Four-Tiered Text Approach to Thematic Reading. *Journal of Adolescent and Adult Literacy 65*(6), 457-467. http://www.doi.org/10.1002/jaal.1222. 11 p.

Pilcher, Nick & Richards, Kendall (2016). The paradigmatic hearts of subjects which their 'English' flows through. *Higher Education Research & Development 35*(5), 997-1010. http://www.doi.org/10.1080/07294360.2016.1138455. 14 p.

Webster, Simon & Green, Simon (2021). Scaffolded Practice Assignment Writing to Support Emergent Disciplinary Literacies. *The Electronic Journal for English as a Second Language 25*(1). http://www.tesl-ej.org/wordpress/issues/volume25/ej97a/ej97a16/. 18 p.

Approximately 30 pages of scientific text chosen by the participant and 2-3 hours of pre-recorded mini-lectures will be added.

Reference literature

Bastalich, Wendy, Behrend, Monica & Bloomfield, Robert (2014). Is non-subject based research training a 'waste of time', good only for the development of professional skills? An academic literacies perspective. *Teaching in Higher Education 19*(4), 373–384. http://www.dx.doi.org/10.1080/13562517.2013.860106 .

Blomström, Vendela, & Wennerberg, Jeanna (2015). *Akademiskt läsande och skrivande.* Studentlitteratur.

Clughen, Lisa & Connell, Matt (2011). Writing and resistance: Reflections on the practice of embedding writing in the curriculum. *Arts and Humanities in Higher Education 11*(4), 333-345. http://www.doi.org/10.1177/1474022211429543

Eklund Heinonen, Maria, Lennartson-Hokkanen, Ingrid & Nord, Andreas (2018). *"Mer än bara text och ord" Akademiskt skrivande i utbildningar i socialt arbete och sociologi* (FUMS Rapport 235). Institutionen för nordiska språk, Uppsala universitet.

Hoel, Torlaug Løkensgard (2010). *Skriva på universitet och högskolor. En bok för lärare och studenter*. Studentlitteratur.

Journal of Academic Writing. http://www.publications.coventry.ac.uk/index.php/joaw/index

León Pérez, Isabel K. & Martín-Martín, Pedro (2016). On the importance of a genre-based approach in the teaching of English for Medical Purposes. *Language Learning in Higher Education 6*(1), 95-117. http://www.journals.scholarsportal.info/pdf/21916111x/v06i0001/95_otioagtoefmp.xml.

Luhach, Suman (2020). Recreating Discourse Community for Appropriating HOCs in Law Undergraduates' Academic Writing. *IAFOR Journal of Education: Studies in Education 8*(4), 151-170. http://www.doi.org/10.22492/ije.8.4.09.

McWilliams, Robyn & Allan, Quentin (2014). Embedding Academic Literacy Skills: Towards a Best Practice Model. *Journal of University Teaching & Learning Practice 11*(3). http://www.doi.org/10.53761/1.11.3.8

Pessoa, Silvia, Mitchell, Thomas D., Gomez-Laich, Maria Pia, Maune, Michael & Le Roux, Cecile (2022). Scaffolding the Case Analysis in an Organizational Behavior Course: Making Analytical Language Explicit. *Journal of Management Education 46*(2), 226–251. http://www.doi.org/10.1177/1052562921994892.

Rosa, Holly & Hodgson-Drysdale, Tracy (2021). Learning to teach science genres and language of science writing: Key change processes in a teacher's critical SFL praxis. *Language and Education, 35*(5), 429-445. http://www.doi.org/10.1080/09500782.2021.1960558.

Please note that changes may be made to the reading list up until eight weeks before the start of

the course.

Citing Sources – How to Create Literature References

http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

The Interactive Anti-Plagiarism Guide – Jönköping University

Information about plagiarism at higher education institutions

Available in the learning management system.