



**University of Cyprus
Department of English Studies
Course Syllabus**

**ENG 103 — ACADEMIC ESSAY WRITING
(5 ECTS)**

Instructor: Tziovanis Georgakis (PhD)

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Course Days, Times, and Venue:

Section 3 (European Studies): Mondays and Thursdays from 15:00-16:30 in KENTP / A107

Office Hours: Mondays and Thursdays from 11:00-13:00

Office Hours Venue: KENTP / M105A

Course Description

The main purpose of the course is to introduce the conventions of academic writing and, by implication, critical thinking to European Studies students. The course reviews the strategies of written discourse, concentrates on the academic essay as a whole, and emphasizes expository and persuasive prose. In particular, students will be directed toward the process of gaining rhetorical fluency and discovering the most suitable stylistic means of informing and appealing to an academic audience. Throughout the course, each student will learn how to plan out research projects, carry out library research, and use acceptable patterns of formal organization in order to be able to compose (a) an argumentative essay, (b) a research essay in the Humanities, and (c) a literature research essay. Students will also learn to identify writing techniques and use lexical, grammatical, and orthographical elements. The practice of writing is supported by the critical reading of various literary forms.

Core Objectives

By the end of the semester, students will:

- explore the full spectrum of the writing process.
- conduct effective and productive library research.
- obtain proficiency in the use of grammar and writing mechanics.
- master proper diction and language use appropriate for an academic setting.
- produce three critical essays of the kind that is assigned in upper level courses within the European Studies major.
- develop the necessary skills in order to write logically and think critically.

Bibliography

Required Reading Material (to be purchased by students)

Atwood, Margaret. *The Handmaid's Tale*. London, UK: Vintage Books, 2010. Print.

Machiavelli, Niccolò. *The Prince*. Trans. Bull, George. London: Penguin Books, 2003. Print.

Items Reserved in the Library's Short Loan Collection

Fulwiler, Toby, and Alan R. Hayakawa. *The Blair Handbook*. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2007. Print. [PE1408.F78 2009]

MLA Handbook for Writers of Research Papers. 7th ed. New York: The Modern



Language Association of America, 2009. Print. **[LB2369.G53 2009]**
Publication Manual of the American Psychological Association. 6th ed. Washington, DC: American Psychological Association, 2010. Print. **[BF76.7.P834 2010]**
The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010. Print. **[Z253.U545 2010]**

Supplementary Reading Material

Cooper, Sheila, and Patton Rosemary. *Writing Logically, Thinking Critically*. 7th ed. New York: Longman, 2012. Print. **[PE1408.C5485 2012]**
Glenn, Cheryl, and Loretta Gray. *The Writer's Harbrace Handbook*. 5th ed. Boston, MA: Wadsworth, Cengage Learning, 2012. Print.
Kennedy, X. J., Dorothy M. Kennedy, and Marcia F. Muth. *The Bedford Guide for College Writers*. 10th ed. Boston, MA: Bedford/St. Martin's, 2013. Print.
Murray, Rowena and Moore, Sarah. *The Handbook of Academic Writing: A Fresh Approach*. Berkshire: Open University Press, 2006. Print. **[PE1408.M87 2006]**
Nadell, Judith, John Langan, and Deborah Coxwell-Teague. *The Longman Writer: Rhetoric, Reader, Research Guide, and Handbook*. 9th ed. London: Longman, 2014. Print.
Rosen, Leonard J. *Academic Writer's Handbook*. 3rd ed. Essex: Pearson Education Limited, 2014. Print.
Strunk Jr., William, and E. B. White. *The Elements of Style*. 4th ed. Essex: Pearson Education Limited, 2014. Print.

Class Preparation and Participation

The class will be run seminar-style, by which the class instructor will do some lecturing. At the same time, students are expected to participate actively in class discussions. This format will not work unless all students are well-prepared for the class. It is very important that students engage discussions and readings so that the whole classroom participates in a dialectic exchange of thoughts and ideas. If students are having difficulty understanding parts of the class material, they should inform the instructor. In general, the instructor will not summarize the readings for the students' sake. The readings are for the students to discuss during the discussion portion of the class. The instructor will merely supplement the assigned readings. Part of class preparation also includes taking detailed notes, noting down pressing questions, understanding and evaluating arguments, responding to complex arguments, forming new arguments, and thinking critically about one's own positions. This class will thrive only if all students take responsibility to participate. In addition, the instructor expects that all seminar members will treat each other with the respect necessary for a philosophical discussion. Students should be courteous to the other students in the classroom and avoid disrupting their right to a positive learning environment. To this end, students should not arrive late to class or leave early, engage in side conversations, or pack their belongings before class has concluded. Students should not leave their mobile phones on, use text messaging on their phones, or surf the Internet during class. If students are using a laptop in class, they must sit near the front so as not to distract other students. If students anticipate arriving late to class or need to leave early from class, or are expecting a call (if they need to be reachable for an emergency), they should let the instructor know before class begins.

Attendance Policy

Attending class is extremely important. Missing any class, coming in late, or leaving early will detract from the final grade. If students miss a class, they are still



responsible for finding out what was delivered in class that day and if there were any assignments given by the course instructor. Class success is determined by the students' active presence and by how much work they are willing to put in. Students are urged to make a commitment to the coursework for themselves and for their colleagues.

Course Assignments

Students must complete the following three writing assignments throughout the duration of the course: (a) an argumentative essay outline, (b) a research essay in the Humanities, and (c) a literature research essay. These written assignments are geared towards helping students to understand the course readings and in-class discussions, respond critically to them, conduct fruitful research, and produce high quality academic writing. Each essay must be 3-4 pages in length. All essays must be typed and formatted according to the standards given by the course instructor. They should be placed in the instructor's pigeonhole on designated deadlines. Additional information about the written assignments will be provided during the semester. At the end of the semester, during the exam week, there will be an in-class final examination for this course.

Keeping a Literary Journal

Students should keep a literary journal throughout the duration of the semester. Students could note down the following: ideas generated in classroom discussions or private engagements with the course readings; stimulating academic sources such as books, journal articles, literary texts, and philosophical texts, which might invite further exploration; important tips on how to improve certain academic skills; anything that is relevant to the course and needs to be remembered or elaborated in detail in the future. The practice of keeping a literary journal helps students considerably in becoming better writers, researchers, and critical thinkers. More information about keeping a journal will be provided during the semester.

Course Assessment

Argumentative Essay Outline: 10%
Research essay in the Humanities: 25%
Literature research essay: 25%
Literary journal: 5%
Attendance and participation: 5%
Final examination (Argumentative Essay): 30%

The Writing Clinic at the Department of English Studies

Students are advised to visit the Writing Clinic before they submit their academic essays and other writing assignments. Please email the clinicians before your visit and book an appointment ahead of time.

Minding Academic Integrity and Avoiding Dishonesty

Academic dishonesty includes but is not limited to the following: cheating, fabrication, plagiarism, bribes, examination by proxy, grade tampering, and submission of non-original works. Academic dishonesty will not be tolerated and will result in an automatic grade of 0. Information about plagiarism and citation rules will be provided



during the semester. If students have any questions or are unsure of what constitutes academic dishonesty, they should ask the course instructor.

Office Hours and Availability

If students have any questions or wish to discuss course progression, course material, general literature or philosophy questions, or just to talk, the course instructor is available to them on Mondays and Thursdays from 11:00-13:00. If necessary, they should schedule an appointment. The instructor strongly encourages all students to stop by and introduce themselves. Before students send an email with a query, they can come to office hours first. If they are unable to attend the designated office hours, they can email the instructor at georgakis.tziovanis@ucy.ac.cy. The instructor will do everything possible to respond to any questions, comments, or issues within 24 hours on weekdays and 48 hours on the weekends.

Course Schedule

A. THE SPECTRUM OF ACADEMIC WRITING

Week 1: Thinking about Academic Writing

Weekly reading: *The Blair Handbook* (2-15)

College Writing: A Personal Approach to Academic Writing (3-14)

The Handbook of Academic Writing: A Fresh Approach (3-19)

Topics to be covered: the task of academic writing; purpose, situation, and audience; the iterative practice of academic writing; the inherent paradoxes of academic writing; ways to deal with the paradoxes of academic writing.

Week 2: The Structure of Argument / Fallacious Thinking

Weekly reading: *The Blair Handbook* (136-163)

Writing Logically, Thinking Critically (22-76; 131-156)

Topics to be covered: inference, fact, and judgment; balance between inference and fact; premises and conclusions; ambiguous argument structure; hidden assumptions; appeal to authority, fear, and pity; hasty generalization; begging the question; double standards; equivocation; false analogy, cause, and dilemma; personal attack; slippery slope; straw man.

Week 3: Exploring the Pre-Writing Process

Weekly reading: *The Blair Handbook* (59-92)

Topics to be covered: exploring the stages of the writing process, thinking about possible topics, practicing prewriting in an effective way, freewriting, brainstorming, clustering, asking questions, keeping a writer's journal, making lists and charts; creating an effective outline; determining and writing a working thesis statement.

Week 4: Preparing the First Draft

Weekly reading: *The Blair Handbook* (93-135)

Topics to be covered: composing the introduction; composing the conclusion; constructing a multi-paragraph essay; minding good paragraphing; achieving paragraph unity, accomplishing paragraph cohesion; assuring adequate paragraph development.

Week 5: Editing

Weekly reading: *The Blair Handbook* (199-227; 493-856)



Topics to be covered: editing for effectiveness; learning to see with the eyes of a reader; editing for correct grammar; editing for appropriate punctuation; editing for competent mechanics.

B. COMPOSING THE RESEARCH ESSAY IN THE HUMANITIES

Week 6: Spending the Week in the Library

Weekly reading: *The Blair Handbook* (281-320)

Topics to be covered: Introducing the University of Cyprus library; taking a tour of the library; discovering and using the OPAC (Online Public Access Catalogue); getting familiarized with searching techniques; searching for author, title, subject, and keyword; doing advanced search; using the Boolean operators; learning how to reserve books.

ARGUMENTATIVE ESSAY OUTLINE DUE (10%)

Week 7: Spending the Week in the Library

Weekly reading: *The Blair Handbook* (321-363)

Topics to be covered: Identifying and analyzing a research topic; isolating key and limiting search terms; mastering the Boolean and proximity operators; practicing nested search; learning to use the wildcard and truncation symbols.

Week 8: Writing a Research Essay in the Humanities / Avoiding Plagiarism

Weekly reading: *Practical Guidelines for Writing a Paper in Linguistics* (1-10)

The Blair Handbook (364-368)

Purdue OWL Handout *On Plagiarism*

Plagiarism Policy (UCLA Law Review)

Topics to be covered: understanding the nature of a term paper in linguistics; finding and developing strategies for managing the research process; facing effectively the challenges and difficulties of academic research; defining plagiarism; choosing when to give credit and when not to; learning to protect oneself from plagiarism.

Week 9: Using Research Sources / Learning the APA Referencing Style

Weekly reading: *The Blair Handbook* (420-454)

Topics to be covered: controlling our and utilizing outside sources; integrating external sources into a research paper; mastering direct quotation, paraphrasing, and summarizing; getting familiarized with the APA style; learning how to compile the Reference List; formatting in-text citations.

Week 10: Encountering European Ideas—Reading Machiavelli's *The Prince*

Weekly reading: *The Prince*

Topics to be covered: exploring in detail research questions on *The Prince*; narrowing down research topics; identifying topic sentences on *The Prince*; composing an argument; support the argument with research.

C. COMPOSING THE LITERATURE ESSAY

Week 11: The Strange Function of an Author / Learning the MLA Referencing Style

Weekly reading: *The Blair Handbook* (420-454)

Topics to be covered: understanding authorship and intention; questioning a singular point of view; resisting realistic writers and readers; finding hidden narrative agents; understanding authorial irony; finding problems with consciousness type representations; interrupting the authorial genius; grasping the impossibility of linear dramatization; getting familiarized with the MLA style; learning how to compile the Works Cited; formatting in-text citations.

RESEARCH ESSAY IN THE HUMANITIES DUE (25%)



Week 12: Questioning the Limit of Literary Exegesis

Required reading: *The Handmaid's Tale*

Topics to be covered: understanding critical exegesis; situating the text; tracing literary and historical references; understanding literary and philosophical traditions; avoiding misunderstanding; uncovering hidden assumptions and prejudices.

Week 13: Relishing the Tricks of Symbols

Weekly reading: *The Handmaid's Tale*

Topics to be covered: defining narrative; understanding mimesis and diegesis; understanding visibility and presence; exploring the notions of metaphor, simile, metonymy, synecdoche, allegory, and apostrophe; recognizing dissonance and consonance; accepting confusion and ambiguity; understanding writing as a discourse of temporal and spatial difference.

LITERATURE RESEARCH PAPER DUE (25%)

LITERARY JOURNAL DUE (5%)

Exam Week: Passing the Final Exam

IN-CLASS FINAL EXAMINATION (30%)