3rd Semester
Critical Reading and Academic Writing
BSU201   3rd Semester   Credit Hours 03

COURSE DESCRIPTION

Focusing on 21st-century skills that incorporate critical thinking, this course aims to enable students to become academically literate by polishing the critical thinking, reading, speaking, and writing skills needed for academic success. The course is specifically designed to teach advanced academic writing to students by providing them exposure to a variety of academic texts that they are trained to read critically. Keeping in mind the diverse interests of students, the materials are drawn from a variety of disciplines for active engagement of students in the learning process to promote learner autonomy. Students will work in small teams that are formed according to the similar subject matter and function like miniature think tanks.

COURSE OBJECTIVES

1. To develop critical reading and thinking skills to evaluate the strengths and weaknesses of a text's argument and discern bias.
2. To enhance students' productive (writing and speaking) and receptive (reading) knowledge of academic vocabulary.
3. To cultivate students' ability to read and write following the requirements of academic genres.
4. To encourage students to utilize self-access online tools for grammar review, citation formatting, and reference management

LEARNING OUTCOMES

By the end of this course, the students will be able to:
1. read effectively using skimming and scanning techniques to save time and read more
2. to understand the effective composition process including pre-writing, drafting, and revision.
3. use library and digital resources to locate and make use of relevant literature for their own research article writing
4. make use of a citation style (e.g. APA) and be familiar with other major styles
5. recognize key features (structural and stylistic) of various common academic genres, the purpose behind each genre, and how these features serve that purpose.
6. Evaluate existing literature critical to use it for their own report writing
7. Write a small scale research report that follows the usual structure of such reports

Course Outline

1. **Unit 1: Information Literacy: Reading and Writing within the Academy**
   Understanding the concept of "Think Tanks"
   Understanding the IMRaD structure of a research report
   Information Literacy Scavenger Hunt
   Finding Resources
   Reading techniques - Skimming and Scanning
   Building Vocabulary and Pronunciation skills
2. **Unit 2: Persuasive Essays, Argumentation, and Engaging Sources**
   Analyzing citations
   Building an Argument and Constructing a Claim
   Summarizing texts
   Practice Reporting Verbs
   Think Tank Project: Annotated Bibliography
   Write a Proposal for Your Topic

3. **Unit 3: Critical Reading and Writing: Literature Reviews and Narrative Structure**
   Word Stress in English
   Think Tank Presentation—Extemporaneous Speech
   What is a Literature Review?
   Digital Reference Management Tools
   Write the First Draft of a Literature Review
   Peer Review of Literature Review
   Data Collection Planning
   Methods Section Preview
4. **Unit 4: Report Writing**
   Understanding a Results section
   Writing a Results section

Mid Term

   Writing a Discussion Section
   Drafting a Research Report
5. **Unit 5: Writing Introductions, Conclusions, and Abstracts**
   Note Taking – Introductions
   Think Tank Writing
   Peer Review of Introductions
   Revise Your Introduction
   Annotated Bibliography Check-in
   Note Taking – Conclusions
   Read Sample Conclusions
   Think Tank Writing
   Peer Review of Conclusions
   Revise Your Conclusion
   Oral Presentations and Feedback
   Individual Reverse Outlining
   Note Taking – Abstracts
   Read Sample Abstract
   Think Tank Writing
   Peer Review of Abstract
   Revise Your Abstract
   Annotated Bibliography Check-in
6. Unit 6: Proofreading
   Proofreading Sample Passages
   Justifying the Changes Made
   Proofreading Workshop

Essential Reading

Bruce, L. (n.d.) Critical Thinking Skills. *Lumen Learning.*
https://courses.lumenlearning.com/lumencollegesuccess/chapter/critical-thinking-skills/
Kepka, J. (2015) Research and Critical reading. *Oregon Writes Open Writing Text.*
https://openoregon.pressbooks.pub/oregonwrites/chapter/research-and-critical-reading/
Elmer E. Rasmuson Library. (2020). *Evaluating information resources.*
https://library.uaf.edu/ls101-evaluation
Georgia State University. (n.d.) *Successful College Composition (Edition 2).*
http://gsuideas.org/SCC/Sources/Using%20Sources.html
OpenLearn (2014). English: *Skills for Learning*. The Open University.
https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19202&section=3
Tamim, T. (2017). Languages, Symbolic Power and Multidimensional Poverty in the Context of
Pakistan. *European Journal of Language and Literature*, *3*(3), 70-79.

Manninen, S., Turner, E., & Wadsö-Lecaros, C. (2020). *Writing in English at University: A Guide for Second Language Writers*. (Lund Studies in English). Centre for Languages and Literature, Lund University. https://portal.research.lu.se/portal/files/83442575/Writing_in_English_at_University_A_Guide_for_Second_Language_Writers_2020.pdf

Thompson writing program. (n.d.). *Developing a central claim.* Writing studio. https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/central-claim.original.pdf

University of Wisconsin – Madison. (n.d.). Developing a Thesis Statement. *The Writer's handbook.* UW-Madison Writing Centre. https://writing.wisc.edu/handbook/process/thesis/

Kansas State University. (2020). *Research paper Rubric*. Assessment of Student Learning. https://www.k-state.edu/assessment/toolkit/measurement/resrubric.pdf

M. Libraries. (n.d.). *Four Methods of Delivery*. Stand up, Speak Out. https://open.lib.umn.edu/publicspeaking/chapter/14-1-four-methods-of-delivery/

Jeffrey, R. (2016). *About Writing: A Guide.* Open Oregon Educational Resources. *https://openoregon.pressbooks.pub/aboutwriting/chapter/avoiding-plagiarism/*

Jeffrey, R. (2016). *About Writing: A Guide.* Open Oregon Educational Resources. *https://openoregon.pressbooks.pub/aboutwriting/chapter/avoiding-plagiarism/*

University of Wisconsin – Madison. (n.d.). Developing a Thesis Statement. *The Writer's handbook.* UW-Madison Writing Centre. https://writing.wisc.edu/handbook/process/introductions/

University of Wisconsin – Madison. (n.d.). Developing a Thesis Statement. *The Writer's handbook.* UW-Madison Writing Centre. https://writing.wisc.edu/handbook/process/conclusions/

Tamim, T. (2017). Languages, Symbolic Power and Multidimensional Poverty in the Context of Pakistan. *European Journal of Language and Literature*, *3*(3), 70-79.

Cerejo, C. (2013, October 16). *A 10-step guide to make your research paper abstract more effective.* Editage Insights. https://www.editage.com/insights/a-10-step-guide-to-make-your-research-paper-abstrac t-more-effective