



CENTRO DE HUMANIDADES  
POET - PÓS-GRADUAÇÃO EM ESTUDOS DA TRADUÇÃO  
SECRETARIA DO PROGRAMA

## **COURSE SYLLABUS**

### **IDENTIFICATION**

Course Title: [CODE] Academic Writing (Escrita Acadêmica em Língua Inglesa)

Term: 2025.2

Period: September 17, 2025 – January 22, 2026

Day and Time: Wednesdays, from 8 a.m. to 12 p.m.

Location: [Classroom number] and Google Suite (Classroom, Drive, and Meet)

This course, taught entirely in English, is designed for graduate students, providing essential skills for academic writing in the English language. Focused on producing clear and coherent texts, the course covers advanced writing techniques, argument structuring, and proper use of scholarly references, preparing students for effective communication in international academia.

### **COURSE DESCRIPTION**

Development of academic writing skills in English aimed at scientific production at the graduate level. Analysis and practice of academic genres (abstract, research article, literature review, etc.). Emphasis on argumentative structure, textual cohesion, academic style, source use, and citation standards. Discussion of cultural aspects of academic writing in English. Authorship and plagiarism. Ethics in the use of AI tools in academic writing. Practical writing and revision activities with collaborative feedback.

### **RATIONALE**

Academic writing is an essential skill for researchers, enabling the precise and rigorous communication of ideas. Studies show that difficulties in writing compromise the publication and dissemination of scientific knowledge (Swales & Feak, 2012). In Brazil, the need to improve academic writing in English is evident, given the growing internationalization of research (Moreno, 2010). This course aims to equip graduate students to produce cohesive and coherent research articles that comply with academic

standards by discussing models and linguistic tools, while also fostering a critical understanding of the rhetorical patterns in Anglophone academic writing. Intensive writing practice combined with the study of published models contributes to broadening students' participation in the global scientific community.

## **OBJECTIVES**

### **General Objective:**

To enable students to plan, draft, revise, and refine academic texts in English aimed at scientific publication.

### **Specific Objectives:**

- Understand academic genres – Study the structural and discursive features of research articles and their rhetorical moves (Swales & Feak, 2012).
- Improve textual organization – Develop skills for paragraph structuring, connector usage, and strategies to ensure coherence and cohesion (Hyland, 2019).
- Use appropriate academic vocabulary – Expand lexical repertoire with expressions and constructions typical of academic writing, avoiding false cognates and Portuguese interference (Coxhead, 2000).
- Apply citation and referencing norms – Follow guidelines such as APA, MLA, ABNT, and Chicago to prevent plagiarism and ensure credibility (Pecorari, 2013).
- Revise and edit texts independently – Develop strategies for self-assessment and continuous improvement in academic writing (Murray & Moore, 2006).
- Practice academic writing ethically and responsibly.

## **COURSE CONTENT**

### **Module 1 – Theoretical Foundations (32 hours) – ONLINE**

- Sept 17, 2025: Introduction to Academic Writing
- Sept 24, 2025: Structure of Academic Texts
- Oct 1, 2025: Thesis Statement and Research Questions
- Oct 8, 2025: Cohesion and Coherence in Academic Writing
- Oct 15, 2025: Academic Vocabulary
- Oct 22, 2025: Citation Practices and Plagiarism Prevention
- Oct 29, 2025: Writing Abstracts and Introductions
- Nov 5, 2025: Critical Writing and Literature Reviews

### **Module 2 – Practical Writing Workshop (32 hours) – IN PERSON**

- Nov 12, 2025: Writing: Title, Abstract, and Keywords
- Nov 19, 2025: Writing the Introduction
- Nov 26, 2025: Introduction and Literature Review Writing
- Dec 3, 2025: Describing Methods and Materials

- Dec 10, 2025: Presenting and Discussing Results
- Dec 17, 2025: Writing the Discussion and Conclusion
- Jan 7, 2026: Academic Text Revision and Editing
- Jan 14, 2026: Peer Review and Oral Presentation
- Jan 21, 2026: Final Submission and Reflection

## **METHODOLOGY**

- Lectures and discussions via Google Meet;
- Practical activities in person and online (available through Google Classroom);
- Critical reading of theoretical texts related to the syllabus topics, made available via Google Classroom/Drive.

## **ASSESSMENT**

Assessment in an academic writing course for Portuguese speakers should combine formative and summative strategies to develop and measure student proficiency. The evaluation is structured around four main components:

- Reflective portfolios are an effective tool, allowing students to track their progress and receive ongoing feedback (Hyland, 2019). After each unit, students must submit revised drafts with justifications for their changes, promoting writing autonomy. (20%)
- Writing tasks allow students to apply academic English structures and conventions (Swales & Feak, 2012). Assessment should consider coherence, cohesion, argumentation, and linguistic accuracy. (20%)
- Peer review encourages collaborative revision and critical thinking, allowing students to identify academic patterns and improve their writing (Rollinson, 2005). (30%)
- Individual feedback helps identify specific difficulties, ensuring more personalized learning (Ferris, 2014). (30%)

## **BIBLIOGRAPHY**

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- MURRAY, Rowena. *Writing for Academic Journals*. 4th ed. Maidenhead: Open University Press, 2022.
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- ROLLINSON, Paul. *Using Peer Feedback in the ESL Writing Class*. *ELT Journal*, Oxford, v. 59, n. 1, p. 23–30, 2005.
- SWALES, John M.; FEAK, Christine B. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd ed. Ann Arbor: University of Michigan Press, 2012.