

Date: March 2025

Syllabus - Teaching Program for the Course

**כתיבה אקדמית באנגלית לתלמידי תואר שלישי בלימודי פרשנות ותרבות**

**ד"ר אסנת חן - המחלקה לאנגלית כשפה זרה בשיתוף עם המחלקה לפרשנות ותרבות**

מס' קורס 271453-01

**Academic Writing for PhD Students in Hermeneutics and Cultural Studies**

|  |  |
| --- | --- |
| **Course Type:** | Class mostly via zoom  |
| **Scope of credits:** | \_\_\_ |
| **Year of study:** | \_\_\_ |
| **Semester:** | B |
| **Day & Time:** | Wednesday 16-18 |
| **Reception Time:** | Sunday 15-16 by appointment |
| **Lecturer Email:** | Osnat.chen@biu.ac.il |
| **Moodle Site:** |  |

**Course description and learning goals**

**Course Abstract (**[**expand**](#_תקציר_הקורס)**)**

This Ph.D. course addresses language issues within the context of Hermeneutics and Cultural Studies, recognizing the role that language plays in shaping scholarly inquiry. Special attention is devoted to identifying and critiquing language-related notions that shape research paradigms, setting the stage for a more conscious and reflexive approach to linguistic choices available in the process of writing academic texts and preparing for conference presentations.

During the course participants will engage in individual projects, applying the insights gained to explore language issues specific to their research.

**Learning objectives** **(**[**expand**](#_מטרות_הלמידה)**)**

The primary objective is to equip students with the theoretical foundations, tools, and critical perspectives necessary for addressing intricate language-related challenges in their research. More specifically, this course prepares students for writing research articles and presenting their research in conferences in English. Practical exercises in class will facilitate hands-on experience in tackling language-related challenges, so that participants are better-prepared to address these issues in their own research.

 **Course Requirements**

1. Learners will write a section in a research article and an abstract
2. Learners will prepare a PPT of their research and present it in class

**Skills**

1. Students will evaluate and analyze the process of writing an academic article and of preparing a PPT of their research.
2. Students will develop language skills required for effective writing and speaking in English.

**Active learning –** **planning the course of the lessons:(**[**expand**](#_למידה_פעילה)**)**

The course involves active learning. There are a variety of activities and teaching/learning methods which require students' active participation.

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson No. | Topic | Method of instruction  | Assessment  |
| 1 | Introducing the course and the characteristics of academic writingThe process of writingExpanded sentences and building better sentences. | Collaborative learning | Writing in class |
| 2 | Elevator pitchThe introduction and opening sentences (the moves) | Collaborative learning | Writing assignments in class |
| 3 | The introduction- analyses | Collaborative learning | Writing assignments in class |
| 4 | Language elements PPTConcise languageThe introduction | Collaborative learning | Writing in class |
| 5 | The process of writing and the abstract | Collaborative learning | Writing assignments in class |
| 6 | The abstract | Collaborative learning | Writing in class |
| 7 | The process of writing: considerations in academic writing | Collaborative learning | Writing assignments in class |
| 8 | Presenting in conferences- The principles of good presentations | Collaborative learning | Assignments in class |
| 9 | Presenting in conferences- General guidelines, structure and linguistic features | Collaborative learning | Preparing a PPT |
| 10 | Presentations | Presentations | Presentations in class |
| 11 | Presentations | Presentations | Presentations in class |
| 12 | Presentations / Personal feedback | Presentations / Individual meetings |  |
| 13 | Personal feedback | Individual meetings |  |

**\* This is a rough plan. There will be changes in the syllabus depending on learning progress and effectiveness.**

**Final grade**

|  |  |
| --- | --- |
| Description of the learning product | Weight in the final score |
| 2-3 writing assignments |  |
| A Presentation  |  |
|  | * Assessment is formative- students receive feedback as they learn so they can improve via the assessment process.
* The grade is PASS/FAIL
* All assignments must be submitted to get a passing grade.
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**Course** requirements

Submission of all assignments on time

Obligatory attendance



**Bibliography: Up-to-date** **reading, viewing, and listening content items**

Course materials will be uploaded onto Lamda. Students must have access to the platform.