

# ACADEMIC WRITING FOR PUBLIC ADMINISTRATION – SYLLABUS

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Fall Term 2022

Mandatory Course

2 US Credits

Prerequisites: none

## ***COURSE OBJECTIVES***

The aim of this course is to help you strengthen your position as a writer within the academic community by raising awareness of, practising, and reflecting upon the genres and conventions of written texts.

### **Aims**

During the course, you will:

- Become familiar with the genres related to research-based and policy writing
- Improve your ability to use effectively the discourse patterns typical for academic texts
- Have the opportunity to develop your writing process through phases of generating ideas, drafting, peer evaluation and individual writing consultations
- Learn to take into consideration the expectations of your readership with regard to discourse conventions in different communities
- Employ effective strategies and approaches for presenting your work in a written and oral form
- Become a more informed writer, one who is more aware of the choices available when approaching any given writing task

### **Outcomes**

By the end of this course, you should be able to:

- Identify the purposes, typical components and features of various genres in your field
- Write for various audiences, adapting your writing to the expectations of these audiences
- Structure a policy brief and a research paper at the macro and micro level
- Think and write more clearly and incisively
- Present your work effectively while reflecting the expectations of the audience
- Understand the nuances of working with and effectively incorporating the work of other authors into your own writing in line with CEU policy on student plagiarism
- Edit and refine your own written work

## ***ASSESSMENT***

Academic Writing is a mandatory course, which you need to pass in order to complete your degree. It is not for letter grade and does not affect your GPA. Attendance is mandatory. During the course, you will have to complete one written assignment: a policy brief. You will also be required to come for one mandatory consultation on this assignment. You are encouraged to come for another consultation on any departmental paper of your choice.

## ***READING***

Most of the reading and in-class materials you need for this course will be uploaded on moodle. Some of these materials will be reading assignments in preparation for the classes. Such assignments will be announced in advance; it is important that you complete the assigned readings before class because they will be discussed and used in practical activities during that lesson. Other reading materials needed for the course will be also available on moodle. These supplementary readings may be used to get further insight into specific aspects of academic writing that are covered in the course.

## ***COURSE OUTLINE***

### **Section A — Policy Writing**

This section will introduce you to the key genres in policy writing and enable you to apply the insights gained to the writing of a policy brief.

1. *Introduction to the Course*

*Aims:* To start our discussion on the conventions of academic writing, the writing process, genre theory and the role of specific academic audiences.

2. *Policy Writing and the Policy Brief*

*Aims:* To provide you with an awareness of various types of policy papers and to help you recognize different purposes, audiences and structural features of policy briefs.

3. *Policy Writing and the Policy Brief*

*Aims:* To conduct a comparative analysis of key aspects and structural features of policy writing, especially focusing on the analysis of policy briefs.

4. *Policy Writing and the Policy Brief*

*Aims:* To start working individually and in groups on the design of your own brief and thus to reflect on how you plan to deal with the varied tasks, stages, strategies and the related challenges within the brief writing process.

5. *Giving Seminar Presentations*

*Aims:* To give you the chance to present your plans for the policy brief and solicit as well as receive feedback from others.

6. *Giving Seminar Presentations*

7. *Giving Seminar Presentations*

8. *Peer Feedback*

*Aims:* To provide you with the opportunity to practice giving and receiving peer feedback on the first draft of your policy brief. Mandatory consultations in the Center for Academic Writing will follow.

### **Section B – Research writing**

In this part of the course you will strengthen your awareness of structural and stylistic features of research writing. You will expand your knowledge of how to use the work of other authors effectively and ethically in academic writing, and how to foreground your own voice.

9. *Research Writing and Using the Work of Other Writers Effectively*

*Aims:* To introduce you to research-writing style, genres and conventions. You will have an opportunity to strengthen your research writing techniques by using the work of others effectively. You will have a chance to discuss the concept of the literature review as a key component of academic research, its purpose and structure, and techniques for making a literature review effective.

10. *Using the Work of Other Writers Effectively and Ethically*

*Aims:* To discuss and practice the conventions of using academic sources effectively and ethically.

11. *Structuring Research Papers*

*Aims:* To familiarize you with strategies for designing effective structure in academic texts, both at macro and micro level.

12. *Structuring Research Papers and Commenting on Data*

*Aims:* To continue discussion on the structure of research papers and to increase your awareness of the conventions of commenting on data.

+1 *Information literacy session (CEU Library) – Relevant databases and Zotero (optional)*

*Aims:* To inform you about advanced search techniques in the most relevant disciplinary databases that you can access through the CEU Library for research purposes in your field, and how to use the freeware Zotero for managing your sources when writing a research paper or a thesis.