Course Specification

— (Postgraduate Programs)

Course Title: Advanced Academic Writing	
Course Code: 7201 ENG-3	
Program: Doctor of Philosophy in Applied Linguistics	
Department: English Department	
College: College of Languages and Translation	
Institution: King Khalid University	
Version: 1	
Last Revision Date: 19 February 2025	

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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (1/1)

4. Course General Description:

The Advanced Academic Writing course is designed to equip PhD students in Applied Linguistics with the expertise needed for dissertation writing and professional communication in the field. This course adopts a genre-based and corpus-informed approach, emphasizing argumentation, coherence, and critical engagement with literature. By integrating discipline-specific conventions with advanced writing strategies, students will refine their authorial voice and develop a nuanced understanding of academic discourse. The course employs a combination of interactive lectures, hands-on workshops, peer review sessions, and digital tools to facilitate effective academic writing. Students will engage in data-driven writing practices, receive individualized feedback, and develop a writing portfolio tailored to their research interests. By the end of the course, participants will possess the advanced competencies necessary to contribute meaningfully to academic discourse in Applied Linguistics.

5. Pre-requirements for this course (if any):

None

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

The Advanced Academic Writing course will:

- Provide students with the skills to master academic writing conventions, ensuring their work is clear, coherent, and cohesive.
- Equip students with techniques to build logical, well-supported arguments and critically engage with literature through synthesis and evaluation.
- Introduce students to genre and corpus-based approaches to refine their writing in different subfields of Applied Linguistics.
- Teach students how to apply rhetorical strategies like hedging, boosting, and stance-taking to enhance argumentation and readability.
- Guide students in mastering citation, referencing, and ethical writing practices to ensure academic integrity.

- Support students in managing their writing process effectively, overcoming challenges, and adapting their work for multilingual and global academic audiences.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning	36 9	80% 20%
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	36
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify) Workshops**	9
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding: After successfully completing this course, learners will be able to:**			
1.1	Demonstrate an advanced understanding of the key principles, structures, and		● Lectures, genre-based instruction ● Corpus-informed learning	Critical review and synthesis task Exams

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	conventions of academic writing, including argumentation, coherence, and clarity in scholarly discourse within Applied Linguistics.	K3	- Process-oriented writing approach - Peer review and collaborative writing - Data-driven writing practice - Individualized feedback and writing conferences - Critical engagement with literature - Reflective writing and metacognitive strategies	
1.2	Demonstrating an advanced understanding of how linguistic and rhetorical choices shape scholarly discourse in Applied Linguistics	K2	- Lectures, genre-based instruction - Corpus-informed learning - Process-oriented writing approach - Peer review and collaborative writing - Data-driven writing practice - Individualized feedback and writing conferences - Critical engagement with literature	Academic writing portfolio Exams
2.0				
2.1	Produce clear, cohesive, and well-structured academic writing by applying genre-based and	S2 & S3	- Lectures, genre-based instruction - Corpus-informed learning	Academic writing portfolio Corpus-based writing analysis

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	corpus-informed approaches to enhance clarity, coherence, and stylistic accuracy.		- Process-oriented writing approach - Peer review and collaborative writing - Data-driven writing practice - Individualized feedback and writing conferences - Critical engagement with literature - Reflective writing and metacognitive strategies	
2.2	Construct persuasive, evidence-based arguments while critically engaging with scholarly literature and refining their authorial voice for professional and scholarly communication.	S1	- Lectures, genre-based instruction - Corpus-informed learning - Process-oriented writing approach - Peer review and collaborative writing - Data-driven writing practice - Individualized feedback and writing conferences - Critical engagement with literature	Academic writing portfolio Exams
2.3	Effectively revise and edit their work using peer and instructor feedback while utilizing digital tools for reference	S4	Peer review sessions, editorial critique exercises	Academic writing portfolio Corpus-based writing analysis

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	management, plagiarism detection, and corpus analysis to support data-driven writing decisions.			
3.0				
3.1	Demonstrate academic integrity, ethical writing practices, and intellectual responsibility in producing original and well-referenced scholarly work.	**V1**	Case studies, discussions on research ethics & plagiarism analysis report	Academic writing portfolio
3.2	Develop autonomy in managing their writing process, setting goals, and applying self-regulated learning strategies to enhance their academic communication skills.	**V3**	• Process-oriented writing approach • Peer review and collaborative writing • Data-driven writing practice • Individualized feedback and writing conferences • Critical engagement with literature • Reflective writing and metacognitive strategies	Academic writing portfolio Critical review and synthesis task Exams
3.3	Engage constructively in peer review and collaborative feedback processes, fostering a scholarly community that values critical engagement, respect, and	**V1**	• Process-oriented writing approach • Peer review and collaborative writing • Critical engagement with literature • Reflective writing	Peer review comments of 300-500 words on another student's writing

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	continuous improvement.			

C. Course Content:

No	List of Topics	Contact Hours
1.	● Foundations of Academic Writing in Applied Linguistics ● Writing conventions and expectations in Applied Linguistics ● Clarity, coherence, and cohesion in academic writing ● Writing for different audiences: disciplinary and interdisciplinary communication	3
2.	● Structuring and Organizing Academic Writing ● Logical argumentation and coherence across sections ● Paragraph development and transitions ● Effective use of signposting and thematic progression	6
3.	● Critical Engagement with Scholarly Literature ● Synthesizing and integrating sources effectively ● Evaluating and critiquing research arguments ● Avoiding plagiarism and maintaining academic integrity	6
4.	● Genre and Disciplinary Writing in Applied Linguistics ● Understanding and applying genre analysis ● Research writing across different subfields of Applied Linguistics ● Phraseology and formulaic expressions in academic writing	6
5.	● Corpus-Based Approaches to Academic Writing ● Using corpus tools for linguistic analysis in writing ● Common lexical and grammatical patterns in academic discourse ● Data-driven writing decisions	3
6.	● Academic Argumentation and Rhetorical Strategies ● Hedging and boosting strategies in academic argumentation ● Stance and engagement in research writing ● Strategies for self-editing and improving readability	3
7.	● Citation, Referencing, and Ethical Writing Practices ● Effective paraphrasing, summarizing, and quoting ● Citation styles and discipline-specific referencing norms ● Avoiding patchwriting and unintentional plagiarism	3
8.	● Revising and Editing for Clarity and Coherence ● Peer review strategies for constructive feedback ● Common pitfalls in academic writing and how to avoid them ● Digital tools for revision and self-assessment	3

9	● The Role of Power, Ideology, and Identity in Academic Writing ● Identifying power dynamics in scholarly discourse ● Ideological positioning in academic texts ● The relationship between language, knowledge production, and academia	3
10.	● Navigating the Academic Writing Process ● Overcoming writer's block and managing writing anxiety ● Time management strategies for long-term writing projects ● Self-regulated learning and autonomy in academic writing	3
11.	● Writing for a Multilingual and Global Academic Audience ● Cross-linguistic influences on academic writing ● Strategies for non-native English writers in scholarly communication ● Academic English variations and World Englishes in Applied Linguistics	3
12.	● Stylistic Choices and Readability in Academic Writing ● Sentence structure, complexity, and readability ● Lexical bundles and disciplinary phraseology ● The balance between formal tone and readability)	3
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Critical review and synthesis task	3	100%
2.	Corpus-based writing analysis	5	10%
3.	Midterm exam	7	20%
4.	Academic writing portfolio	9 & 14	25%
5.	Peer review comments of 300-500 words on another student's writing	11	5%
6.	Final exam	15	30%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	● Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). University of Michigan Press. ● Hyland, K. (2019). Second Language Writing (2nd ed.). Cambridge University Press.

	● Paltridge, B., & Starfield, S. (2012). The Handbook of English for Specific Purposes. Wiley-Blackwell.
Supportive References	● Canagarajah, S. (2002). *Critical Academic Writing and Multilingual Students*. University of Michigan Press. ● Charles, M. (2011). *Adverbials of Result: Phraseology and Functions in the Problem–Solution Pattern*. Journal of English for Academic Purposes, 10(1), 47-60. ● Flowerdew, J. (2015). *Disciplinary Corpus Studies and EAP Writing Pedagogy: Informed Instruction or Contextual Pragmatism?*. English for Specific Purposes, 38, 59-70. ● Biber, D., Gray, B., & Poonpon, K. (2011). *Should We Use Characteristics of Conversation to Teach Grammar in L2 Writing Courses?*. TESOL Quarterly, 45(3), 567-591. ● Williams, J. M., & Bizup, J. (2020). *Style: Lessons in Clarity and Grace* (13th ed.). Pearson. ● Sword, H. (2012). *Stylish Academic Writing*. Harvard University Press. ● Canagarajah, S. (2002). *Critical Academic Writing and Multilingual Students*. University of Michigan Press. ● Hyland, K. (2015). *Genre, Discipline, and Identity in Academic Writing*. Applied Linguistics, 36(1), 32-52. ● Bazerman, C. (1988). *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. University of Wisconsin Press.
Electronic Materials	● Wiley Article Writing Resources ● Wiley Researcher Academy ● Authorea Platform ● ScienceDirect
Other Learning Materials	● Corpus Tools (AntConc (Laurence Anthony), Sketch Engine, Corpus of Contemporary American English (COCA) ● Reference Management (Zotero, Mendeley, EndNote) ● Academic Writing Assistance (Purdue OWL, Manchester Academic Phrasebank) ● Plagiarism Detection (Turnitin, iThenticate)

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Well-equipped classrooms
Technology equipment (Projector, smart board, software)	- Quiet study rooms for focused writing and research - Academic writing and research labs with access to databases and writing tools - University library (physical and digital access) with academic journals, research papers, and citation guides - Seminar/conference rooms for peer review sessions - Technology equipment (Projectors, smart boards, and interactive whiteboards for lecture presentations) - Grammar and plagiarism detection software (Grammarly, Turnitin, iThenticate) - Reference management software (EndNote, Zotero, Mendeley) - Online research databases (Scopus, Web of Science, ScienceDirect, Google Scholar) - Video conferencing tools (Zoom, Microsoft Teams) for online academic collaborations and discussions.
Other equipment (Depending on the nature of the specialty)	- High-speed internet and Wi-Fi access for online research platforms - Academic writing handbooks and style guides (APA, MLA, Chicago, IEEE) - Learning Management System (LMS) (Blackboard) for course material and submissions.

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders	Evaluated through analysis of exam results,

Assessment Areas/Issues	Assessor	Assessment Methods
	through exam performance, project outcomes, and feedback.	project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	8-17-46
DATE	16 MARCH 2025