

Academic Writing for Economics Policy 1st year students - Course Syllabus

1. Course Title: Academic and Policy Paper Writing 1 (for Master of Arts in Economic Policy in Global Markets)
2. Lecturer or Instructor: Vera Eliasova, Eva Ajkay-Nagy
3. No. of Credits: 4 ECTS
4. Term in which the course is offered: winter 1
5. Module in which the course is offered: T2
6. Prerequisites: none
7. Background and the overall aim of the course:

The aim of this course is to help students develop as a writer within the English-speaking academic community by raising awareness of, practicing, and reflecting upon the conventions of written texts, especially within the field of Economic Policy. In addition to addressing issues related to academic and policy writing, the course will also focus on other writing skills students in economic policy will need to complete their graduate level work in English.

Students will become familiar with the genres of and enhance the skills related to policy and research writing; acquire an awareness of and ability to use effectively the discourse patterns of academic English; have the opportunity to develop their writing process through generating ideas, drafting, peer evaluation and individual writing consultations; learn to take into consideration the expectations of their readership with regard to discourse conventions in different academic and non-academic communities; become familiar with the requirements of English academic practice; develop their revising and editing skills; and gain more confidence in speaking.

8. The learning outcomes of the course:

By the end of this course, students will be able to identify the typical components and features of various genres in the discipline; structure a policy brief and an academic paper at the macro and micro level; think and write more clearly and incisively; use a variety of skills and approaches when writing different papers in their field; target the various audiences by adapting your writing to the expectations of these audiences; properly incorporate the work of other authors into their own writing; understand the CEU policy towards plagiarism and apply it in their own writing; develop their revising and editing skills; and improve their presentation skills.

9. Learning activities and teaching methods:

The in-class sessions are primarily based on seminar-style discussions, ranging from full group discussions to small group or pair-work activities. Students will hold presentations on the topic of their policy brief. The course will provide a workshop component for receiving and giving peer feedback on first drafts of their policy briefs. Student will also engage in individual writing consultations with their instructors on the revised policy brief.

The activities that students will engage in will include reading and discussing a selection of policy briefs in economic policy as well as a selection of research papers. They will

analyze and compare these texts in order to identify aspects of policy and academic writing and discuss how these findings apply to their own writing. Students will also engage in several in-class writing exercises in which they will practice writing skills. Students will plan, write and present a policy brief for the writing course.

10. Assessment:

The course is assessed on a Pass/Fail basis. To complete the course, students will be required to attend and participate actively in all classroom sessions, complete the writing assignment (Policy Brief), have one oral presentation (on the planned policy brief) and have one mandatory consultation with their instructor (on their own policy brief).

11. Course content structure:

Section A — Policy Writing

This section will introduce students to one of the key genres in policy writing and enable them to apply the insights gained to the writing of a policy brief. Students will learn how to recognize the structural features of the policy brief as a genre and understand the varied ways briefs are written. It will also give them the opportunity to receive peer feedback on an early draft of their policy brief, present the brief to the class, and have an individual consultation on the final draft of the brief.

Session 1: Introduction to the Course; Introduction to the Academic and Policy Writing

Aims: To introduce students to some of the underlying issues of academic writing, including the writing process; start a discussion on the differences between academic writing versus policy writing

Reading: "Introduction to the Academic Writing Support Program for Students of Economic Policy" (Course Reader pp. 4-6); "Syllabus" (pp. 7-8); "Introduction to Policy Writing" (pp. 9-10); "Audience, Purpose and Style" (p.63-67)

Teaching format: seminar

Session 2: The Policy Brief and the Policy Cycle

Aims: To provide an awareness of various types of policy papers; recognize the different purposes, audiences and key structural features of policy briefs; understand the role of policy writing vis-a-vis the policy cycle

Reading: "Policy Writing and the Policy Brief" (Course Reader pp. 11-13)

Teaching format: seminar

Session 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

Reading: A selection of various briefs will be available online in advance; "A Matrix for Analyzing a Policy Brief" (Course Reader p. 14).

Teaching format: seminar

Session 4: Designing the Policy Brief

Aims: Students will work individually and in groups on the design of their own brief. They will also be reflecting on how they plan to deal with the varied tasks, stages, strategies and the related challenges within the brief writing process.

Reading: "Planning Your Own Policy Brief" (Course Reader pp. 15-16)

Teaching format: seminar

Section 5 - 7 Giving Seminar Presentations

Aims: To give students a chance to present policy issues and receive feedback on presentation skills and the planned content and structure of the brief.

Reading: "Giving Seminar Presentations" (Course Reader pp. 18-20)

Teaching format: seminar

Session 8: Peer Feedback on Policy Brief

To provide and receive peer feedback on first draft of their brief; identify the strengths and weaknesses of peer drafts and to suggest possible ways to improve them; understand the role of revision as an effective tool and integral as part of the writing process

Reading: "Policy Brief Checklist" (Course Reader p. 17)

Teaching format: seminar

Section B – Research-based writing

In this section of the course students will develop an awareness of structural and discursive features of research writing. Students will also become familiar with how to use the work of other authors effectively in academic writing, and how to develop their own voice in writing.

Session 9: The Nature of Research Writing and Developing Arguments in Research Papers

Aims: To introduce students to research writing and familiarize them with strategies and techniques for developing written arguments in academic texts, both at macro and micro level, and to increase their awareness of the structure and development of paragraph-level argumentation.

Reading: "The Nature of Research Writing" (Course Reader p. 21-24); "Argument in Academic Writing" (p. 25-26); "Micro-level Argumentation: Paragraphing" (pp. 27-32)

Teaching format: seminar

Session 10: Supporting an Argument – Using Sources

Aims: To understand the role of sources in academic writing, including the citation systems, and how they can be used correctly and effectively; to familiarize students with strategies to avoid plagiarism

Reading: "Using the Work of Other Authors in Your Writing" (Course Reader pp. 33-36); "The Misuse of Sources, Plagiarism and Academic Dishonesty" (pp. 39-44)

Teaching format: seminar

Session 11: Using the Work of Other Writers Effectively

Aims: To equip students with knowledge and strategies to use summary, paraphrase, quotation and reporting verbs effectively when referring to sources; and to develop information literacy skills

Reading: "To Quote or Not To Quote?" (Course Reader pp. 36-39); "Practice Using Non-Statistical Sources 1" (pp.48-49); "Practice Using Non-Statistical Sources 2" (p.50); "Identifying Paraphrasing Techniques" (p.51); "Reporting Verbs for Referring to Sources" (p.52)

Teaching format: seminar

Session 12: Macrostructure: Abstracts, Titles, Introductions and Conclusions to Research Papers

Aims: To familiarize students with the conventions of academic writing as regards the structure of abstracts, titles, introductions and conclusions to research papers

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Reading: "Titles and First Lines in Economic Genres" (Course Reader p. 53); "The Abstract: Three Examples" (p.54); "Writing the Abstract" (p. 55); "Introduction to Research Papers" (pp. 56-57); "Conclusions to Research Papers" (pp.61-62)

Teaching format: seminar

Compulsory reading materials:

Center for Academic Writing. *Academic and Policy Writing for Graduate Students of Economic*

Policy. Course Reader. Budapest: Central European University, 2019.

Selection of Policy Briefs (available online one week prior to the course).

Optional reading materials:

Belcher, Wendy Laura. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Second edition). Chicago: University of Chicago Press, 2019.

Central European University. "Central European University's Policy on Plagiarism." CEU Document P-1405-1. Budapest: Central European University, 2014.

Lewin, Beverley, Johnathan Fine, and Lynne Young. *Expository Discourse: A Genre-Based Approach to Social Science Research Texts*. London: Continuum, 2001.

Swales, John. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 1990.

Swales, John. *English in Today's Research World*. Ann Arbor: University of Michigan Press, 2000.

Swales, John. *Research Genres: Exploration and Applications*. Cambridge: Cambridge University Press, 2004.

Swales, John and Christine Feak. *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan Press, 1994.

University of Chicago Press. *The Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.

Trzeciak, John and Susan MacKay. *Study Skills for Academic Writing*. London: Prentice Hall, 1994.

Young, Eóin and Lisa Quinn. *Writing Effective Public Policy Papers*. Budapest: LGI/OSI, 2002.