KU6SECFNG302: ACADEMIC WRITING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	SEC	300 - 399	KU6SECFNG302	3	3

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description: This course is designed to develop students' foundational skills in critical thinking, academic writing, and research. Through modules on argumentation, grammar, essay structure, and research methodology, it equips learners to read, write, and think analytically across academic and real-world contexts.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will develop critical thinking skills by analyzing various texts, constructing arguments, and supporting their ideas with evidence from credible sources.	**A, An, E, C**
2	Students will develop the ability to revise and edit their work critically, improving content, structure, grammar, and mechanics to produce polished final drafts.	**U, An**
3	Students will demonstrate improved ability to construct clear, coherent, and well-organized essays and research papers, employing appropriate academic conventions and style.	**R, E, C**
4	Students will cultivate a unique academic voice and style, balancing personal insight with scholarly discourse in their writing.	**C**
5	Students will enhance their collaborative skills by participating in peer reviews and group discussions, providing constructive feedback to peers and incorporating feedback into their own work.	**A, C**

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✔		✔		
CO 2	✔	✔					
CO 3						✔	✔
CO 4		✔		✔			
CO 5	✔						✔

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
MODULE I: CRITICAL THINKING	**Unit 1 - Introduction to Critical Thinking**		
	a)	What is Critical Thinking?	**5**
	b)	Personal Strategies for Critical Thinking	
	c)	Critical Thinking in Academic Contexts	
	d)	Barriers to Critical Thinking	
	Unit 2 - Argumentation and Hidden Meanings		
	a)	What is an Argument?	**5**
	b)	Argument vs. Disagreement	
	c)	Non-Arguments: Descriptions, Explanations, and Summaries	
	d)	Underlying Assumptions and Implicit Arguments	
MODULE II: BASICS OF WRITING	**Unit 1 - Grammar and Sentence Structure**		
	a)	Parallelism, Subject-Verb Agreement, Fragments	**5**
	b)	Choppy and Stringy Sentences, Comma Splices	
	c)	Tenses, Voice (Active/Passive), Reported Speech	

	d)	Sentence Transformation and Practice Worksheets	
	Unit 2 - Punctuation and Vocabulary Building		
	a)	Punctuation Marks and Their Uses	**5**
	b)	Homonyms, Homophones, and Homographs	
	c)	Synonyms, Antonyms, Collocations	
	d)	Practice Exercises	
MODULE III : WRITING ESSAYS	**Unit 1 - Types of Writing and Writing Process**		
	a)	Descriptive, Narrative, Expository, Persuasive Writing	**5**
	b)	The Writing Process: Pre-writing, Drafting, Rewriting	
	c)	Activities: Applying the Writing Process	
	Unit 2 - Structure and Style of Writing		
	a)	Sentence and Paragraph Structure	**5**
	b)	Essay Construction	
	c)	Stylistic Elements and Tone	
	d)	Activity: Crafting a Coherent Essay	
MODULE IV: RESEARCH WRITING	**Unit 1 - Tools for Research Writing**		
	a)	Note-making Methods: Mind Mapping, Cornell, Outlining, Zettelkasten	**5**
	b)	Finding a Topic and a Voice	
	c)	Developing a Research Argument	
	Unit 2 - Drafting the Research Paper		
	a)	Outlining and Planning	**5**
	b)	Drafting and Revising	
	c)	Final Writing and Referencing	
	d)	Activity: Write a Mini Research Essay	
MODULE V	**Teacher Specific Module**		**5**

	Directions:
	• Teach the importance of a well-structured academic paper including the introduction, body and conclusion. • Provide clear guidelines on how to create outlines and organise ideas logically. • Conduct exercises on identifying and analysing arguments in sample texts.

Essential Readings:

1. Axelrod, Rise B., et al. *The St. Martin's Guide to Writing*. Macmillan Higher Education, 2021.
2. Cottrell, Stella. *Critical Thinking Skills: Developing Effective Analysis and Argument*. Palgrave Macmillan, 2011.
3. Godfrey, Jeanne. *Reading and Making Notes*. Bloomsbury Publishing, 2023.
4. Kirszner, Laurie G., and Stephen R. Mandell. *Writing First With Readings: Paragraphs and Essays*. Macmillan Higher Education, 2014.
5. Peck, John, and Martin Coyle. *The Student's Guide to Writing: Spelling, Punctuation and Grammar*. Bloomsbury Publishing, 2012.
6. Thomas, Gary. *How to Do Your Research Project: A Guide for Students*. SAGE, 2017.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation (ESE)		**50**
Continuous Evaluation (CE)		**25**
a)	Test Paper	5
b)	Seminar/Presentation	10
c)	Assignment	10
Total (ESE + CE)		**75**