



Teacher's Handbook

Academic Reading and Writing course, incl. videos

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Teacher's Handbook

for the Academic Reading and Writing module

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Introduction

What is the aim of this handbook?

This handbook offers an overview of the Academic Reading and Writing module taught by the Academic Language Centre of Leiden University. This course has been offered in various forms to first-year students of BA International Studies, BA Urban Studies and other programmes since 2012.

The aim of this handbook is to provide a framework for tutors outside the Academic Language Centre who wish to teach the module in its current format, and/or to serve as a basis for those who wish adapt the module to fit the needs of their specific programme. The overall goal is to enable departments and programmes to incorporate academic reading and writing skills into their curricula, using tried and tested materials developed by specialists.

What does this handbook contain?

This handbook contains a description of the materials required to teach the module, a suggested teaching plan for the module, and suggested assignment descriptions. All of these components reflect how the course is taught by the Academic Language Centre. The core content of the module is conveyed through a set of pre-recorded videos (→ [Materials: Videos](#)).

The teaching plan is split into nine units that correspond to weekly tutorial sessions. This arises from the fact that this module is normally taught as a 5 EC course during one semester. Each unit indicates (a) self-study tasks to be completed before the session and (b) tasks to be completed during the session (→ [Suggested teaching plan](#)).

How is the Academic Reading and Writing module designed?

The sequence of topics in this module roughly corresponds to the stages of writing an academic essay. The focus moves gradually from reading and analysis of sources at the beginning, towards planning and writing an original research essay at the end. To support this process, the tutor provides the students with (a set of) pre-selected academic sources which are representative of their field of study (→ [Materials: Academic Articles](#)).

The module uses a blended learning / 'flipped classroom' format, where the core knowledge is conveyed through pre-recorded videos and applied in classroom activities and assignments. These videos have been specially developed for this course by the Academic Language Centre (→ [Materials: Videos](#)). The classroom activities are carefully designed to provide the necessary bridge between the video content and the assignments (→ [Materials: Classroom & Homework tasks](#)).

How flexible is this module? (Can the units be taught in a different order? Can I use only the videos? Can I use the course with students from other disciplines?)

This guide is intended provide an overview and framework for the module as it is normally taught by the Academic Language Centre. However, it is possible that tutors or co-ordinators

wish to adapt this module to fit different student groups or scheduling needs. If this is the case, there are a few key design features to bear in mind.

Firstly, the **sequence** of the units in this plan corresponds to the steps that students need to take when they write an academic essay based on sources. This means that later units build on earlier ones, in such a way that students gradually work towards the end goal of the module: writing an academic research essay.

Likewise, the videos are designed to be watched in the sequence indicated; this is particularly true for subsets of videos on related topics (such as the sequence on argumentative essays).

Although the videos are explicitly designed to be used in a linear sequence in conjunction with classroom teaching, the videos themselves do not contain explicit reference to particular classroom tasks or assignments. This means it is possible to use the videos with different class/homework activities from those described in this plan.

Secondly, the **target audience** of the module is first-year students in the humanities and related disciplines. For this reason, the final essay for the module is an argumentative essay (involving a thesis statement and a counter-argument and rebuttal sequence) and the citation style taught in this course is Chicago Manual of Style 17 (both Notes & Bibliography style and Author-Date style). Apart from this, most of the topics covered by the course have general application for all academic writing (such as finding and evaluating sources, the importance of citation, linking words and flow, paragraph structure, etc.).

Materials

The materials required to teach this module are the following:

- Videos
- Academic articles
 - Introductory academic article
 - Case study texts
- Classroom & homework tasks
- Four graded assignments

Videos

This module uses a blended learning format, where the core knowledge is conveyed through the videos and then applied in class activities and assignments. The idea is that students watch the videos *before* they come to the class session. In each of the units in the Teaching plan, the videos to be watched before the class session are indicated.

The table below lists the videos and the key concepts addressed by each one:

Video #	Title	Core questions addressed in the video
1	Introduction	(introduces the course and the videos) What is academic writing?
2	Reading well	Why is reading important for writing? How can we read well?
3	The role of sources	Why do we use sources? How do we decide which sources to use?
4	Why we cite & Plagiarism	How do we present sources in our writing? What is plagiarism and how can it be avoided?
5	What needs to be cited?	When is citation needed? (What needs to be cited, and what does not?)
6	How to cite sources (using CMS)	What should a citation look like?
7	Using paragraphs	What is a paragraph? What structure should a paragraph have?
8	Argumentative essay (1): What is an argumentative essay?	What is an argumentative essay? What is the role of argumentation?
9	Argumentative essay (2): What do <i>you</i> want to argue?	How do we decide what we want to argue? How do we express it as a thesis statement?
10	Argumentative essay (3): Building logical arguments	How do we build a logical argument? How can we spot flaws in arguments?
11	Argumentative essay (4): Counterargument and rebuttal	What is the Argument–Counter-argument–Rebuttal sequence, and why is it a useful to include in an argumentative essay?
12	Integrating material from sources	How do we integrate material from sources into our own writing?
13	Academic register	How can we ensure that we are writing in academic register?

14	Tentative and objective language	What is objective and tentative language? How can we improve our writing with objective and tentative language?
15	Flow between sentences	How can we link ideas across sentences?
16	Linking words & signposting language	Why are linking words so important? How can we use linking words effectively?
17	Introducing and concluding your essay	What makes an effective introduction and conclusion?
18	Avoiding typical errors	(describes some typical errors in student writing and how to fix them)
19	Revising your work	Why is it necessary to revise your work? How should you revise your work?

Academic Articles

A core feature of this module is that students are provided with pre-selected academic texts as a basis for developing critical reading skills and to serve as academic sources for their written work. These texts should be accessible, relevant, and representative of the conventions of the field of study. These texts could be assigned readings in another course within the programme (particularly if this module is taught in tandem with another curricular course).

Below, these materials (sources) are described in general terms. When choosing materials, we suggest looking through the teaching plan to get an idea of how these sources are used during the module.

Introductory academic article

In the first part of the module (Units 1-3), students learn to critically read and reflect on an article that introduces their field of study. This is preferably an article published in an academic journal, but it can also be an introduction to a book, or a book chapter. Ideally, it is a text in which the author proposes a point of view that students can easily discover through close reading. It can be a text which is biased or slightly 'flawed', so that students can identify these problems and use them to formulate their own critical point of view. In addition, the text should include citations and a reference list, so that students have an example of a text written in accordance with academic conventions.

Case study texts

In the later part of the module (Units 3-9), students select from pre-defined areas of interest within the field of study, based on which they will formulate their individual essay topic. These pre-defined areas are termed 'case studies'. Each case study centres on a set of prescribed source articles around a particular theme. In tutorial and homework tasks, students are stimulated to read these materials critically. Based on this, students find a niche in the academic debate, and then develop a thesis statement and write an argumentative essay, which is the final assignment for the module.

We suggest offering two to four case studies, and selecting minimum two, maximum four articles per case study. Ideally, the articles in one case study offer different perspectives on the case study theme, so that students learn to identify the ‘academic conversation’ that is conducted through these articles, and the various points of view that authors may have.

Classroom & homework tasks

Suggestions for classroom tasks per unit are given in the teaching plan below. These tasks are designed to help students to process the information offered in the videos, and to apply it to the academic articles they read during the module. The suggested tasks per unit are closely aligned with the video series and the graded assignments.

Many of the suggested tasks are starting points for discussions, either with the whole class or in smaller groups; other tasks (especially in the later part of the course) are peer-review exercises where students read and give feedback on each other’s work. Note that for these peer review exercises, students must be instructed to bring drafts of their work with them to class.

Apart from watching the videos, it is sometimes suggested that students complete a homework task in preparation for each tutorial. These homework tasks may involve preparation for class discussions, or (later in the module) incrementally drafting the final essay.

Graded assignments

The module as described in this plan involves four graded assignments:

1. A Library Assignment (to be completed before Unit 3)
2. A Critical Reflection (to be completed after Unit 3)
3. An Essay Outline (to be completed after Unit 5)
4. A Final Essay (to be completed at the end of the course)

The order of assignments, their learning outcomes, and where they are introduced in the module, have all been aligned with the video series as well as the suggested tutorial tasks.

See [the appendices](#) for detailed sample descriptions of Assignments 2-4. Each of these assignment descriptions includes grading criteria; these criteria are designed to also be used by tutors as a grading rubric.

For the Library Assignment, Leiden University Library offers a tutorial to familiarise students with the library. This tutorial covers finding sources, assessing sources, and related topics, and can be directly integrated in Brightspace. The tutorial is accompanied by a ‘test’ component, which forms the Library Assignment in this module. To set this up, please contact the University Library.

It can be very helpful to offer students example essays of the type they are expected to write. Ideally, these are essays written by students from the same programme, in which students are able to identify strengths and weaknesses. In addition, we have found it very useful to provide a sample (prototype) assignment to clarify tutor expectations regarding the format and presentation of Assignment 3.

Suggested teaching plan

Unit 1: Introduction: reading well

Videos:

Video 1: Introduction

Video 2: Reading well

Homework task(s):

Read the introductory text. Make notes on the following three questions:

- What does the author want to argue?
- How does the author underpin their argument?
- Does the argumentation convince you? Why or why not?

Suggested tasks for the tutorial:

Tutor introduces Assignment 1: Library Assignment and Assignment 2: Critical Reflection

Discussion questions on [introductory text]

- What is the main point the author wishes to make?
- What are the arguments the author puts forward?
- What evidence does the author use to support their arguments?
- What kind of language does the author use when expressing their point of view?
- Does the author argue, or do they just express their opinion? How do you know?

Exercise on language use in [introductory text]

In [introductory text], how does the author use language to communicate with the reader? Find and annotate examples of language use for the following (try to find two or three examples for each):

- Expressing caution: 'might', 'may', 'could' etc.
- Expressing certainty: 'definitely', 'it is clear that' etc.
- Expressing the author's attitude: 'unfortunately', 'I agree', 'surprisingly' etc.
- Addressing/involving the reader: 'consider', 'note that', 'you can see that' etc.
- Self-mentions: 'I', 'we', 'my', 'our' etc.

Unit 2: Taking a critical stance, using sources and avoiding plagiarism

Videos:

Video 3: The role of sources

Video 4: Why we cite & Plagiarism

Homework task(s):

Complete Assignment 1: Library Tutorial

Complete a draft of Assignment 2: Critical Reflection

Suggested tasks for the tutorial:

Discussion questions to detect bias (positive or negative) in [introductory text]

- Is the author a known expert in the field or topic, with a background and credentials that can be easily verified?
- Does the author use strong or emotional language, present opinion as fact, or employ the use of stereotypes in order to express his or her attitudes?
- Does the author present information gathered from source materials both accurately and within the proper context?
- Are there any flaws in the selection of source materials, the performance of analysis, or the design of methodology, which might suggest a deliberate attempt to satisfy or support a predetermined argument, outcome, or opinion?

(Source: HSU Resource Database)

Discussion questions on using sources and avoiding plagiarism

- Why do we use sources?
- What is citation and why do we do it?
- What is plagiarism? What can you do to avoid it?

Class quiz to explore plagiarism

For each scenario below, decide whether it is a case of plagiarism [answers in brackets]:

- Copying some of the work of one of your classmates [YES]
- Copying and pasting from a source, citing the source, but not using quotation marks [YES]
- Translating a part of a non-English article (e.g. in Chinese or French) and not giving a citation [YES]
- Using information that constitutes general knowledge, and not giving a citation [NO]

Unit 3: Introducing the case studies, citation using CMS, paragraph structure

Videos:

Video 5: what needs to be cited

Video 6: How to cite sources

Video 7: Using paragraphs

Homework task(s):

Write a draft of Assignment 2: Critical Reflection

Suggested tasks for the tutorial:

Tutor introduces the case studies and asks students to choose their case study

Exercise on what (not) to cite

Using the list below, discuss which examples would need to be cited and which constitute general knowledge:

- The Democratic Republic of the Congo is a country located in central Africa formerly known as Zaire.
- The Congo was once under Belgian rule. The Belgian Congo achieved independence on 30 June 1960.
- Army Chief of Staff Joseph-Désiré Mobutu officially came to power on 25th November 1965, by means of a coup d'état. Scholars often refer to Mobutu's rise to power as an example of a Cold War cult of personality.
- A coup d'état is the sudden, violent overthrow of an existing government by a small group.

Discussion questions on paragraphs

- What is a paragraph?
- How many topics should you cover in one paragraph?
- What structure should a paragraph have?

Exercise to practise CMS citation (Notes & Bibliography style):

- Work with a partner to create CMS citation(s) for [introductory text] in CMS Notes and Bibliography style.
- Create a note, a shortened note and a reference list entry.
- Implement these citations in your critical reflection draft.

Peer review of Critical Reflection (Assignment 2) drafts

Swap drafts with a partner.

Read your partner's draft and make notes on the following points:

- a. Has your partner provided a summary and a critical assessment of the text?
- b. Is the draft structured in paragraphs? Does each paragraph represent one topic?
- c. How does your partner bring in the source text (quotes, paraphrases)?

Write feedback for your partner.

Unit 4: Argumentation, identifying a research problem and formulating a thesis statement

Videos:

Video 8: What is an argumentative essay?

Video 9: What do you want to argue?

Homework task(s):

Read assigned case study materials

Hand in Assignment 2: Critical Reflection

Suggested tasks for the tutorial:

Exercise on argumentation in case study texts

In groups, using a case study article:

1. What is the research gap that the article aims to address?
2. Identify the central idea or central argument of the article.
 - How is it expressed in the text?
 - Where is it expressed in the text?
 - What is the relation with the research gap that you identified in (1)?
3. Does the author argue for one point of view, or evaluate different perspectives?

Discussion questions on thesis statements

- What is a thesis statement, and how is it different from a research question?
- What makes a good thesis statement?
- Are these good or bad thesis statements?
 - 'Urbanisation increases the population of cities.'
 - 'Are people who live in cities healthier?'
 - 'Urbanisation is driven by people moving from rural areas, by people in cities having more children, and by longer lifespans in cities.'
 - 'On balance, cities and urban living today have important health advantages, particularly in the developing world.' *

* this thesis statement is taken from Leon, David A. "Cities, urbanization and health", *International Journal of Epidemiology* 37, no. 1 (2008): 4–8. <https://doi.org/10.1093/ije/dym271>

Unit 5: Reasoning, arguments and counter-arguments, structuring an argumentative essay

Videos:

Video 10: Building logical arguments

Video 11: Counterargument and rebuttal

Homework task(s):

Formulate a (debatable) thesis statement, and write down the arguments which brought you to this thesis statement

Suggested tasks for the tutorial:

Tutor introduces Assignment 3: Essay Outline

Pair exercise on argumentation

1. Formulate and write down three arguments FOR and three AGAINST your thesis statement.
2. Swap your work with your partner.
3. Evaluate your partner's for and against statements. Try to come up with:
 - a. additional arguments AGAINST your partner's thesis statement.
 - b. areas of doubt/vagueness in your partner's FOR statements.
4. Swap back again. Review feedback and make notes on how to refine your argumentation.

Tutor presents suggested outline for organisation of final essay

Your final essay will be a coherent set of ideas ordered into a logical argument around one central claim (Thesis Statement)

Overall structure:

- Title
- Introduction, including thesis statement
- Body (arguments, counter-argument, rebuttal)
- Conclusion
- Bibliography

Example structure for Body:

- Paragraph 1 (argument)
- Paragraph 2 (argument)
- Paragraph 3 (this can be your counter-argument)
- Paragraph 4 (this can be the rebuttal of your counter argument)

Counter-argument can attack the thesis statement, or can attack one of your arguments in particular. Consider whether all your arguments are independent, or whether some depend on others (as shown in video for this week).

Unit 6: Integrating sources, academic language

Videos:

Video 12: Integrating material from sources

Video 13: Academic Register

Video 14: Tentative and objective language

Homework task(s):

Hand in Assignment 3: Essay Outline

Suggested tasks for the tutorial:

Tutor introduces Assignment 4: Final Essay

Exercise on using and integrating sources

Consider one of your case study texts. Find a number of instances where the author refers to a source.

- Do they use quotations? If so, how do they bring in the quote?
- Do they paraphrase?
- Why do you think they refer to a source here?

Exercise on academic language

In one of your case study texts, find and annotate examples of the following:

- Words and phrases that are in academic register
- Tentative or cautious language
- Instances where the author refers to themselves (are there any?)

Peer review of paragraphs

Take the paragraph you wrote for Assignment 3: Essay Outline (including citations) and swap it with a partner. Read your partner's paragraph. Consider the following questions:

- Is there a clear topic sentence that captures the main point of the paragraph?
- What kind of supporting material does your partner use (quotes, paraphrases, examples)?
- When your partner uses material from sources, is it correctly integrated and cited?

Write brief feedback to help your partner improve their paragraph.

Unit 7: Cohesion within and between paragraphs, linking words and signposting language

Videos:

Video 15: Flow between sentences

Video 16: Linking words and signposting language

Homework task(s):

Review and improve the paragraph you included for your Assignment 3: Essay Outline

Suggested tasks for the tutorial:

Exercise on linking words and signposting language

Come up with examples of linking words (or phrases) for each of the functions below:

- Adding information, reinforcing your argument
- Providing examples
- Indicating a contrast
- Rejecting a counter-argument
- Drawing a conclusion

Group exercise on flow/cohesion in case study articles

Using the case study articles:

Step 1:

In groups of 4, each pair of students focuses on one level of flow:

- Students 1 and 2 focus on flow within paragraphs
- Students 3 and 4 focus on flow between paragraphs

Step 2:

Explain your findings to the group.

Do you think the article is well organised? Why / why not?

Unit 8: Introductions and conclusions, paraphrasing, writing forum

Videos:

Video 17: Introducing and concluding your essay

Homework task(s):

Write out the body of your essay

Suggested tasks for the tutorial:

Exercise on introductions and conclusions (using a sample essay, otherwise a case study text)

1. Find the introduction and conclusion.
2. Highlight/annotate the following elements:
 - Introduction
 - a) Establishing the field
 - b) Research gap
 - c) Thesis statement
 - Conclusion
 - a) Restatement of thesis
 - b) Summary of argumentation
 - c) Ideas for future research

Are any elements missing? Is there anything extra that is not on this list?

Exercise on paraphrasing

Using one of your case study articles:

1. Find a place in the text where a journal article is referenced, but not directly quoted.
2. Go to the Reference list and track down the original journal article using the library catalogue.
3. Open the original article.
 - Do you think the author of the case study article has paraphrased a specific section of this source, or have they summarised the source?
 - If you think the source was paraphrased, can you find the section that was paraphrased?

Peer review exercise on integrating sources

Swap essay drafts with a partner. Make notes on the following questions:

1. Has your partner used direct quotations?
 - If so, are they properly integrated (not “floating”)?
2. Has your partner used paraphrases?
 - If possible, open the original source text. How similar is the paraphrase to the source text?
3. Are all quotations and paraphrases adequately cited?

Prepare written feedback for your partner. If time, share and discuss your feedback together.

Unit 9: Revision strategies, writing forum

Videos:

Video 18: Avoiding typical errors

Video 19: Revising your work

Homework task(s):

Write out an introduction and a conclusion to your essay

Suggested tasks for the tutorial:

Class discussion questions on typical errors

- What were the typical writing errors introduced in the video?
- What can you do to avoid those errors?
- What do you find difficult when writing essays?

Self-reflection exercise about revision

What steps should you go through to review and revise your own writing? In pairs/small groups, create a checklist that you could use to review your own work.

Tip: look back through the course materials to make sure you capture all the different aspects of writing.

Peer review of full essay drafts

Swap essay drafts with a partner. Use the checklist that you just created to review your partner's work. Prepare feedback for your partner:

- What have they done well?
- What could be improved?

When you've finished your review: is there anything that you would now like to add to your revision checklist?

Acknowledgements

The module described in this handbook is the result of many years of development and the input of many people too numerous to name here. Over the years of running these courses, the materials and curriculum have been extensively reviewed and refined, with a major development being the transition to a blended learning format in 2019/20.

Due to the increasing number of requests that we receive each year to teach this course, the decision was taken to make the materials accessible for use by tutors outside the Academic Language Centre. We welcome questions about this module, and would be glad to discuss proposals to adapt the course to meet the needs of more student groups. Please contact the Leiden University Academic Language Centre (talencentrum@hum.leidenuniv.nl).

References:

- Hannay, Michael, and Mackenzie, J. Lachlan. *Effective Writing in English: A Sourcebook (2nd revised edition)*. Bussum: Coutinho, 2009. (in Video 15: Flow between sentences, citing Topic Changing and Stringing terminology on pp 117-118)
- Kolln, Martha, and Gray, Loretta. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th ed. New York; London: Pearson Education, 2007. (in Video 16: Linking words and signposting language, citing example on pp 233-234)

Appendices: suggested descriptions for Assignments 2-4

Assignment 2: Critical Reflection

To be completed after Unit 3 in the course

Assignment 2: Critical reflection of [Introductory Text]

Write a critical response of 500 words to the assigned [Introductory Text]. Briefly summarise the text's main points (or those you consider most relevant) and then focus on one of the text's arguments specifically. What do you find questionable or disputable about this argument? What other factors need to be considered? Can this argument be compared or contrasted with other points of view? Your critical reflection should have a logical structure (introduction + body + conclusion). It should also incorporate at least two specific references to the text (i.e. quotations or paraphrases) along with your own analysis. You are not allowed to use any additional sources.

Deadline: to be handed in [...]

Word Count: the maximum number of words for this assignment is 500. There is a leeway of 10% either way. This means that if you write OVER 550 words or UNDER 450 words, you will be marked down.

Format: Your assignment should be typed in Times New Roman or Calibri, font size 12, double-spaced.

The following information should appear at the top right-hand corner of your work:

Name:
Student number:
Name of Assignment:
Group number:
Name of tutor:
Date:

Criteria used for marking your assignment:

Your work should meet the criteria below:

- a. Evidence of close-reading of the text
- b. Logical development of argument
- c. Good support of argument
- d. Appropriate references to the text (quotes or paraphrases)
- e. Correct grammar, spelling and punctuation
- f. Formal requirements: Times New Roman or Calibri, font size 12, double-spaced

Assignment 3: Essay Outline

To be completed after Unit 5 in the course

Assignment 3: Essay Outline

The purpose of this assignment is for you to develop a logical argumentation structure for your final essay, which will form the plan or 'backbone' of the essay. In this assignment, you will present your (provisional) thesis statement and provide a list of the arguments you will put forward in your essay. In addition, you will write out ONE of your arguments as a full paragraph, using appropriate paragraph structure and evidence from sources. Finally, you must include a complete bibliography formatted according to the Chicago Manual of Style.

Your argumentation should be based on sources, including at least one of the articles from your case study. Each of your arguments should be accompanied by specific evidence from at least one of these sources (provide either quotations or paraphrases from sources). In the fully-written paragraph, make sure you use complete sentences and academic register; for the other arguments you do not need to use complete sentences, but you do need to make clear to your tutor what you are going to do. Use linking words to indicate your line of reasoning.

In summary, your assignment should consist of:

- a thesis statement;
- three arguments that support the thesis statement, with ONE of these arguments written out as a full paragraph;
- (at least) one counter-argument;
- rebuttal of the counter-argument(s);
- bibliography in CMS style.

Deadline: to be handed in [...]

Format: Your assignment should be typed in Times New Roman or Calibri, font size 12, double-spaced.

The following information should appear at the top right-hand corner of your work:

Name:
Student number:
Name of assignment and case study:
Group number:
Name of tutor:
Date:

Criteria used for marking your assignment:

Your work should meet the criteria below:

- a. There is a good quality provisional thesis statement;

- b. There are at least three arguments, each of which will be written out as one paragraph in the final essay;
- c. Each argument is accompanied by references;
- d. At least one of the arguments is countered by a counter-argument which is rebutted;
- e. The evidence presented under each argument relates to the argument;
- f. Each argument relates to thesis statement;
- g. There are no logical inconsistencies between the arguments;
- h. One of the arguments is written out in a well-formed academic paragraph including sources;
- i. There is a complete bibliography in accordance with the Chicago Manual of Style at the end of your assignment;
- j. Correct grammar, spelling and punctuation;
- k. Formal requirements: Times New Roman or Calibri, font size 12, double spaced.

Assignment 4: Final Essay

To be completed at the end of the course

Assignment 4: Final Essay

Essay: The purpose of the final essay is for you to establish your own research niche based on the case that you studied in the tutorials. Your task is to develop an original, argumentative thesis statement and write a coherent argumentation structure that elaborates and supports the thesis statement. Your essay should start with a well-written introduction which includes the thesis statement. Your essay should continue with three supporting arguments and one counter-argument + rebuttal (see also Assignment 3: Essay Outline). Each argument should be supported by evidence and sources. The essay should draw on at least four sources in total, including at least one of the texts for your case study. Additional sources should not originate from the same author. Finally, end your paper with a paragraph containing a conclusion that summarizes your main arguments and supports your thesis statement. Please do not use sub-headings in your essay. Quoted material in languages other than English is to be translated; cite yourself as the translator.

Word count: 1,750 words (excluding footnotes); there is a leeway of 10% either way. Direct quotes should not exceed 5% of the total word count. Quoted material in languages other than English is to be translated; cite yourself as the translator. Use Chicago style formatting for citations.

Deadline: to be handed in [...]

Format: Your assignment should be typed in Times New Roman or Calibri, font size 12, double-spaced, with page numbers at the bottom of each page.

The following information should appear at the top right-hand corner of your work:

Name:
Student number:
Name of Assignment and case study:
Group number:
Name of tutor:
Word count:
Date:

Criteria used for marking your assignment:

Your work should meet criteria a. – j. below:

- a. There is a good title that covers the content.
- b. The introduction and the conclusion are well-developed and logically related to the essay.
- c. The essay includes at least four body paragraphs (3 supporting arguments and one (1) counter-argument + rebuttal). In these body paragraphs, a logical argumentation structure has been developed.
- d. The paragraphs are coherent, showing the appropriate linking words and signposting.
- e. Evidence from sources is provided and logically supports the claim.
- f. The register is academic.

- g. At least four academic sources are used including at least one of the prescribed sources. Additional sources should not originate from the same author. All quoted material is in English.
- h. Claims based on sources are properly referenced in CMS style, and references are integrated into the text.
- i. There is a Bibliography at the end of the essay.
- j. Formal requirements: Calibri or Times New Roman
 - Font size 12
 - Double-spaced
 - Page numbers at the bottom of each page.