

Syllabus

Course Description

Course Title	Writing skills for university
Course Code	19014
Course Title Additional	
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Degree Course	Center for Academic Writing
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Paul Resinger, Paul.Resinger@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35896
Teaching Assistant	
Semester	Second semester
Course Year/s	all
CP	3
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	This cross-year course offers an introduction to basic writing skills in an academic context with a particular focus on text clarity (coherence), cohesion and conciseness of content as well as comprehensibility. At the beginning, the spectrum of text types to be written in the degree programme is explored. A guideline for the respective text type is used to work on specific examples of selected text types. Students are then encouraged and enabled to critically analyse academic literature, present controversies and argue their case. Another core content area of the course is the formal aspects and guidelines for academic writing, whereby the citation of academic literature in particular is dealt with in detail.

Course Topics	Academic Text Types and Writing Style - Overview of key academic text types in higher education - Internal and external text features - Academic writing style Developing Writing Competence - Precision and clarity - Cohesive devices (e.g. connectors) - Sentence structure: simple versus complex sentences - Function of adjectives in academic texts - Formal versus informal language - Redundancy and variation in language use Writing Process and Working with Sources - The writing process: from planning to proofreading - Developing a research question/thesis statement - Excerpting: summarising and paraphrasing - Citing sources and creating a reference list - Avoiding plagiarism
Keywords	Introduction to academic writing, academic text types, development of writing skills, writing process, source work
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Laboratory / Exercise
Mandatory Attendance	
Specific Educational Objectives and Learning Outcomes	The aim of the course is to develop basic writing skills for university. Students name common types of academic texts and understand how they are typically structured. They develop an understanding of the specifics of academic language and begin to develop an academic writing style by writing their first short texts. Students can summarise scientific literature, compare it critically, present initial controversies and argue. In doing so, they apply the guidelines for correct academic writing. Knowledge and understanding Students name academic text types and describe the basic structure. They know the central criteria, basic rules and guidelines

	for writing a scientific text and are familiar with the ethical principles of scientific work. Applying knowledge Students write their own short paper that fulfils the basic expectations of a scientific text. Judgement In their written work, students show that they can critically analyse academic literature. They form an independent judgement about the quality of their work and derive possibilities for improvement. Communication Students demonstrate confidence in the use of different text types. They pay attention to clarity and comprehensibility as well as a formal scientific writing style in their work. Learning strategies Students make targeted use of reading and writing techniques and view the development of their writing skills as a continuous learning process over the course of their degree programme.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Formativ Assessment: Literature list (documentation of the literature search) Sample excerpt focusing on paraphrasing skills Summativ Assessment: Writing an independent essay on a self-chosen topic
Evaluation Criteria	Assessment Criteria for the Literature List: - Complies with APA 7 formatting guidelines Assessment Criteria for the Sample Excerpt: - Fulfillment of the structural requirements - Meaningful paraphrasing of the original sources Assessment Criteria for the Essay - Fulfillment of the specific requirements of the text type

	- Consistency and clarity of structure - Textual coherence and cohesion - Precise, clear, and comprehensible argumentation - Use of academic literature - Use of academic language (objectivity, style, etc.) - Adherence to formal requirements (title page, formatting, etc.) and citation rules (APA 7)
Required Readings	Esselborn-Krumbiegel, H. (2022). Richtig wissenschaftlich schreiben. Wissenschaftssprache in Regeln und Übungen (7., aktual. Aufl.). Ferdinand Schöningh. Felbinger, A., & Mikula, R. (2012). Wissenschaftliches Schreiben. Vom Exzerpt zum eigenen Text. In H. Stigler & H. Reicher (Hg.), Praxisbuch empirische Sozialforschung in den Erziehungs- und Bildungswissenschaften (2., aktual. Aufl., S. 45–56). StudienVerlag. Resinger, P., Knitel, D., Mader, R., & Brunner, H. (2021). Leitfaden zur Bachelor- und Masterarbeit. Wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten (4., überarb. und erweit. Aufl.). Tectum. Steinhoff, T. (2008). Kontroversen erkennen, darstellen, kommentieren. In I. Bons, D. Kaltwasser, & T. Gloning (Hrsg.), Festschrift Gerd Fritz (S. 1–13). http://www.festschrift-gerd-fritz.de/files/steinhoff_2008_kontroversen_erkennen_darstellen_und_kommentieren
Supplementary Readings	American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

	Bohl, T. (2018). Wissenschaftliches Arbeiten im Studium der Erziehungs- und Bildungswissenschaften (4., überarb. Aufl.). Beltz. Dreier, V. (2019). Rechtliche Grundlagen beim Publizieren. In N. Baur & J. Blasius (Hg.), Handbuch Methoden der empirischen Sozialforschung (2. Aufl., Bd. 1, S. 301–310). Springer. Esselborn-Krumbiegel, H. (2017). Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben (5., aktual. Aufl.). Ferdinand Schöningh. Felbinger, A., & Mikula, R. (2012). Der Umgang mit Fachliteratur. Vom forschenden Lesen zur wissenschaftlichen Textproduktion. In H. Stigler & H. Reicher (Hg.), Praxisbuch empirische Sozialforschung in den Erziehungs- und Bildungswissenschaften (2., aktual. Aufl., S. 24–35). StudienVerlag. Graefen, G., & Moll, M. (2011). Wissenschaftssprache Deutsch: lesen – verstehen – schreiben. Ein Lehr- und Arbeitsbuch. Peter Lang. Niedermair, K. (2010). Recherchieren und Dokumentieren. Der richtige Umgang mit Literatur im Studium. Huter & Roth. Schnur, H. (2010). Schreiben. Eine lebensnahe Anleitung für Geistes- und Sozialwissenschaften. Springer VS. Pyerin, B. (2019). Kreatives wissenschaftliches Schreiben. Tipps und Tricks gegen Schreibblockaden (5. Aufl.). Beltz.
Further Information	
Sustainable Development Goals (SDGs)	Quality education