



TRABZON UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
2026-2027 ACADEMIC YEAR
WRITING COURSE SYLLABUS

Course: HZR-Writing	Year: 2026-2027 Academic year	Hours: 4
Course status: Compulsory	Language of instruction: English	
Course Tutors: Lect. Dr. Gökçenaz GAYRET E-mail: gokcenazgayret@trabzon.edu.tr Lect. Dr. Elif AYDIN YAZICI E-mail: elifaydinyazici@trabzon.edu.tr		
Course Book: Longman Academic Writing Series/ Paragraph to Essays (Fourth Edition), Longman Academic Writing Series/ Essays (Fifth Edition)		
Group	Class Hours	Course Tutors
Prep A (Writing)	Monday 13.00-15.00 (FADB06)	Tuesday 15.00-17.00 (FADB07) Lect. Dr. Elif AYDIN YAZICI
Prep B (Writing)	Wednesday 10.00-12.00 (FBD115)	Friday 13.00-15.00 (FADB12) Lect. Dr. Gökçenaz GAYRET
Prep C (Writing)	Wednesday 13.00-15.00 (FADB07)	Friday 10.00-12.00 (FADB12) Lect. Dr. Gökçenaz GAYRET

Goals, Objectives, and Learning Outcomes: This course aims at equipping students with the essential skills for structuring academic paragraphs and essays; helping students understand the writing process and the importance of drafting and revising; fostering a familiarity with the standard conventions of academic writing, such as formal tone and language, concise thesis statement, logical flow, evidence-based arguments, precision and clarity, paragraph unity, and transitions, title and heading conventions, accurate punctuation, proper sentence structure, and consistent verb tenses; encouraging students to develop their critical thinking and analytical skills through writing; and practicing brainstorming, critical thinking, analytical and persuasive writing. By the end of the course, students will be able to:

- Brainstorm, plan, outline, and organize their ideas
- Develop a clear and arguable thesis statement and construct well-organized academic paragraphs with a clear thesis and supporting arguments.
- Write with clarity, coherence, and appropriate academic tone.
- Use punctuation, capitalization and spelling rules appropriately.
- Write coherent and unified paragraphs by utilizing appropriate cohesive devices and transitions to ensure coherence between ideas and paragraphs.
- Use sorting styles suitable for the type of paragraph and essay to be written.
- Engage with writing as a process that includes planning, drafting, and revising.
- Engage in peer review and use feedback to refine their drafts.
- Write across a wide range of rhetorical situations, genres (process paragraphs, definition paragraphs, describing paragraphs, cause/effect paragraphs, comparison/contrast paragraphs and opinion paragraphs & process essays, cause/effect essays, compare/contrast essays, and argumentative essays), and purposes.

Course Requirements, Activities and Assignments:

- Regular attendance in class: Absences do not excuse students of completing the work for that assignment.
- Classroom tasks, active classroom participation, quizzes and pop-ups (the instructor will decide them if necessary), and portfolio

Assessment and Feedback:

- Visa 1: Pen-and-Pencil Exam
- Quiz 1: Portfolio
- Visa 2: Pen-and-Pencil Exam
- Quiz 2: Portfolio
- Visa 3: Pen-and-Pencil Exam
- Quiz 3: Portfolio
- Final Exam: Pen-and-Pencil Exam

WEEK	TOPICS	In-Class Tasks	Assignments
Week 1	Chapter 1 & Prewriting Strategies	• Introduction to the Course Syllabus and Expectations • Ice-breaker Writing • Freewriting, Brainstorming, Listing, and Clustering/Mind Mapping	• Choose one of the topics below T1: My ideal way to learn English T2: A person who has influenced my life T3: The advantages of using AI tools (like ChatGPT) for learning • Complete one prewriting strategy (such as listing, brainstorming, clustering)
Week 2	Chapter 3 Basic Paragraph Structures (Part 1)	• Paragraph Components • Model Paragraph Analysis (Whole Class) • Identifying the Missing Parts • Group Paragraph Building	• Fill in missing parts in 3 sample paragraphs (TS, SS, CS) Note: Assignment details will be shared in due course.
Week 3	Chapter 3 Basic Paragraph Structures (Part 2)	• Coherence & Transitions • Scrambled Paragraph • Guided Revision	• Write a full paragraph on one of the topics below: T1: The Qualities of a Good Friend T2: My Favorite Book or Movie T3: My Favorite App and Why I Use It • Use transitions & label TS, SSs, and CS
Week 4	Chapter 4 Logical Division of Ideas Chapter 2 (From Book 2) Unity and Coherence	• Analyzing Model Paragraphs for Unity & Coherence • Transition Signals for Unity & Coherence	• Editing a Paragraph for Unity, Coherence, Consistency, and Run-ons Note: Assignment details will be shared in due course.
Week 5	Chapter 5 Process Paragraph (Part 1)	• Process Paragraph Structure • Model Paragraph Analysis (Whole Class) • Identifying Time-order Signals & Subordinators	• Reordering a Scrambled Process Paragraph • Add at least 3 time-order transitions (e.g., First, Next, After that, Finally) • Add at least 2 subordinating conjunctions (e.g., before, after, while, when, as soon as) Note: Assignment details will be shared in due course.

Week 6	Chapter 5 Process Paragraph (Part 2)	- Covering the previous week's work & completing any missing parts - In-class Writing Task T1: How to avoid burnout as a university student T2: How to impress someone you like (keep it respectful!) - In-class Evaluation (Self, Peer, or Teacher-led)	- Write a well-structured process paragraph on one of the topics below: T1: How to organize your week as a student T2: How to heal from a toxic relationship - Use Time-orders/ Subordinators & label TS, SSs, and CS
Week 7	Chapter 6 Definition Paragraph	- Definition Paragraph Structure - Model Paragraph Analysis (Whole Class) - Paraphrasing Strategies	- Watch the TED Talk “What makes a good life?” by Robert J. Waldinger, a professor of psychiatry at Harvard Medical School. Then, go over some dictionary definitions of happiness. Write a definition paragraph answering the question “What is happiness?” - Waldinger, R. J. “What makes a good life? Lessons from the longest study on happiness.” TED, Nov. 2015 (The link will be sent in due course)
Week 8	Outside Sources Descriptive Paragraph	- Descriptive Paragraph Structures - Types of Descriptive Paragraph: Person, Place, Event, and Object - Model Paragraph Analysis (Whole Class) - Word list associated with five senses - Completing a practice activity focusing on the use of specific language in descriptive writing: Replacing general words with more concrete and descriptive alternatives to enhance imagery and precision	- Write a well-structured descriptive paragraph on one of the topics below: - T1: A celebration or festival in your culture - T2: A character from a book or movie - Use concrete, descriptive adjectives & label TS, SSs, and CS

VISA 1: No classes held due to exam			
Week 10	Chapter 7 Cause & Effect Paragraph (Part 1)	• Cause & Effect Paragraph Structure • Model Paragraph Analysis (Whole Class) • Cause & Effect Transition Signals	• Combine the sentences using appropriate Cause & Effect transition signals • Then, organize them into a coherent paragraph with TS, SSs, and CS. Note: Assignment details will be shared in due course.
Week 11	Chapter 7 Cause & Effect Paragraph (Part 2)	• Covering the previous week's work & Completing any missing parts • In-class Writing Task T1: Although English is taught for many years in Turkish schools, many students fail to learn it effectively. Discuss its reasons T2: Effects of being in a toxic friendship • In-class Evaluation (Self, Peer, or Teacher-led)	• Write a well-structured cause / effect paragraph on one of the topics below: T1: Why students drop out school T2: Effects of social media on teenagers • Use transitions & label TS, SSs, and CS
Week 12	Chapter 8 Compare & Contrast Paragraph (Part 1)	• Compare & Contrast Paragraph Structure • Model Paragraph Analysis (Whole Class) • Point by point organization & block organization • Transition signals for Comparison and Contrast	• Completing practice exercises focusing on the use of comparison and contrast transition signals at the sentence level Note: Assignment details will be shared in due course
Week 13	Chapter 8 Compare & Contrast Paragraph (Part 2)	• Covering the previous week's work & Completing any missing parts • In-class Writing Task	• Write a well-structured Compare & Contrast paragraph on one of the topics below: T1: Living alone vs. living with family at university T2: Online classes vs. face-to-face classes

		T1: Working in a team vs. working alone T2: Permissive parenting vs. Authoritarian parenting • In-class Evaluation (Self, Peer, or Teacher-led)	• Use appropriate transition signals & label TS, SSs, and CS
Week 14	Using Outside Sources Opinion Paragraph	• Opinion Paragraph Structure • Model Paragraph Analysis (Whole Class) • Using Reasons to support an opinion • In-class writing task: what is the best age for driving?	• Write a well-structured Opinion paragraph on one of the topics below: T1: People have lost their privacy in the digital age T2: Smartphones should be banned in schools • Use appropriate transition signals & label TS, SSs, and CS
Week 15	Revision & Timed Writing	• Review & Revise selected previous chapters • Practice timed writing under exam-like conditions • Group discussion on common writing issues and strategies for improvement	• Complete a timed writing task on a topic and paragraph type of your choice • Evaluate your own writing using the provided checklist • If necessary, consult your instructor for feedback or clarification
VISA 2: No classes held due to exam			
Week 17	Chapter 3 Using Outside Sources (From Book 2)	• Using and Citing Sources • Plagiarism and Correct Citations • Quotations (direct and indirect) • Paraphrasing • Summarizing	• Write an academic paragraph and use at least two academic sources and provide both in-text citations and a reference list • Direct indirect quotations practice • Paraphrasing practice • Summarizing exercise Note: Assignment details will be shared in due course

Week 18	Chapter 9 Essay Organization (From Book 1)	• Organization • Introductory Paragraphs • Body Paragraphs • Concluding Paragraphs • Transitions between paragraphs	• Read a sample essay provided and identify its introduction, body paragraphs, conclusion, and transitions. • Scrambled Essay: arrange the pieces into a logical, well-organized essay Note: Assignment details will be shared in due course
Week 19	Chapter 4 From Paragraph to Essay (From Book 2)	• Essay Structure • Model Essay Analysis • Patterns of Organization	• Paragraph Relay Story: Form teams of 5 students. Each team will write a short essay collaboratively, one paragraph at a time: • Student 1: Writes the introductory paragraph. • Student 2, 3 & 4: Each writes one body paragraph, making sure to connect logically to the introduction. • Student 5: Writes the concluding paragraph that ties everything together. • All team members: Work together to add clear transition sentences or phrases between each paragraph. Note: Assignment details will be shared in due course.
Week 20	Chapter 4 From Paragraph to Essay (Book 2)	• In-class Writing Task T1: Three “aha!” moments that completely changed your life T2: The kinds of problems that you have had with nonverbal communication T3: The challenges or benefits of taking care of a pet • In-class Evaluation (Self, Peer, or Teacher-led)	• Write a well-structured essay on one of the topics below: T1: Benefits of digital banking for consumers T2: The difficulties students face when moving from high school to university T3: The challenges of being able to read everyone’s thoughts

Week 21	Chapter 5 Process Essay (Part 1)	• Process Essay Structure • Thesis Statements for a Process Essay • Body Paragraphs in Process Essay • Transition Signals • Model Essay Analysis	• Reordering a Scrambled Process Essay • Transition Detective: a process essay with the steps in correct order but with all transition phrases blanked out will be supplied. Insert appropriate transition signals Note: Assignment details will be shared in due course.
Week 22	Chapter 5 Process Essay (Part 2)	• In-class Writing Task T1: How to create an effective awareness campaign on social media T2: How to prevent group projects from turning into chaos	• Write a well-structures process essay on one of the topics below: T1: How to run a one-week “digital detox” challenge with friends T2: How to prevent plagiarism when writing research papers T3: How to challenge manipulation in friendship
Week 23	Chapter 6 Cause and Effect Essay (Part 1)	• Cause/Effect Essay Structure • Organization Types • Transition Signals for Cause/Effect • Model Essay Analysis	• Organize your essay in two ways: block organization and chain organization • Essay Surgery: An essay that contains good ideas but poor organisation and weak transitions will be given. Rewrite it by improving thesis statement, reorganizing body paragraphs, adding transitions, and enhancing concluding part. Note: Assignment details will be shared in due course.
Week 24	Chapter 6 Cause and Effect Essay (Part 2)	• In-class Writing Task T1: The causes of procrastination and its effects on academic performance T2: The causes of divorce in contemporary time T3: The reasons of victim blaming and its effect on perpetrator’s exoneration / the rise of violence	• Write a well-structured cause/effect essay on one of the topics below: T1: The causes behind the rapid growth of online dating apps and their effects on modern relationship expectations. T2: The reasons of the rising incidents of child murders and their effects on society
VISA 3: No classes held due to exam			

Week 26	Chapter 8 Argumentative (Opinion) Essay (Part 1)	• Argumentative Essay Structure • The Elements of Argumentative Essay • Model Essay Analysis	• Preparing two outlines for an argumentative essay: one using the block pattern and one using point-by-point pattern. Note: Assignment details will be shared in due course.
Week 27	Chapter 8 Argumentative (Opinion) Essay (Part 2)	• In-class Writing Task T1: Does competition in education inspire excellence or create toxic pressure? T2: AI: liberating or threatening invention	• Write a well-structured argumentative essay on one of the topics below: T1: Designer babies: an ethical disaster or medical miracle T2: Is it ethical for parents to turn their children into kid influencers?
Week 28	Chapter 7 Comparison/ Contrast Essay (Part 1)	• Comparison and Contrast Essay Structure • Organization of C&C Essay • Comparison and Contrast Signal Words • Model Essay Analysis	• Completing practice exercises focusing on the use of comparison and contrast signal words. • Preparing a point-by-point outline and block outline for comparison contrast essay • Note: Assignment details will be shared in due course.
Week 29	Chapter 7 Compare Contrast Essay (Part 2)	• In-class Writing Task T1: The notion of family: now vs. then T2: Remote work vs. office work	• Write a well-structured compare/contrast essay on one of the topics below: T1: Music of 90s vs. today's trends T2: Homeschooling vs. school teaching system

Week 30	Outside Sources Advantages and Disadvantages Essay	• Advantages and Disadvantages Essay Structure • Organization of Advantages and Disadvantages Essays • Model Essay Analysis • In-class Writing Task T1: Mandatory vaccinations: pros and cons T2: Advantages and disadvantages of cancel culture	• Write a well-structured advantages/disadvantages essay on one of the topics below: T1: Benefits and drawbacks of studying abroad for university students T2: Advantages and disadvantages of open immigration policies for host countries
Week 31	Revision and Timed Writing	• Review & Revise selected previous chapters • Practice timed writing under exam-like conditions • Group discussion on common writing issues and strategies for improvement	• Complete a timed writing task on a topic and paragraph type of your choice • Evaluate your own writing using the provided checklist If necessary, consult your instructor for feedback or clarification
FINAL EXAM: No classes held due to exam			

- Buy a thick folder for your portfolio. On the first page of your portfolio, place a cover that includes your full name and class.
- Put the syllabus on the second page of your portfolio in order to follow the flows of the course, in-class tasks, and assignments.
- Put A4 sheets in your portfolio to use for in-class tasks.
- Please be mindful of deadlines.
- By the end of the term, your portfolio is expected to contain all assignments and in-class tasks (extra assignments and tasks may be given). Make sure you complete all of them.
- Best wishes to each of you for a safe, productive, and successful year.