



**TRABZON UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
2025-2026 ACADEMIC YEAR  
WRITING COURSE SYLLABUS**

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**Material:** Alice Oshima – Ann Hogue, Longman Academic Writing Series: Paragraphs to Essays (3), Pearson & Alice Oshima – Ann Hogue, Longman Academic Writing Series: Essays (4), Pearson

**Course Description:** This course introduces students to the foundational skills necessary for academic writing and cultivates their writing skills that will enable them to produce academic texts required in their undergraduate studies. Focusing on the importance of logical argumentation, coherence, using appropriate academic tone and style, clear sentence structure, ideas and content, organization, punctuation, spelling, and word choice and fluency, it guides students to format basic and specific types of paragraphs and produce well-organized, clearly developed academic essays.

**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 + Portfolio (Assignments and In-Class Tasks) or Quiz 1
- Visa 2: Pen-and-Pencil Exam + Portfolio (Assignments and In-Class Tasks) or Quiz 2
- Visa 3: Pen-and-Pencil Exam + Portfolio (Assignments and In-Class Tasks) or Quiz 2
- Final Exam: Pen-and-Pencil Exam

WEEK	TOPICS	In-Class Tasks	Assignments
Week 1	Chapter 1 & Prewriting Strategies	<ul style="list-style-type: none"> <li>• Introduction to the Course Syllabus and Expectations</li> <li>• Ice-breaker Writing</li> <li>• Freewriting, Brainstorming, Listing, and Clustering/Mind Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Complete one prewriting strategy (such as listing, brainstorming, clustering)</li> </ul>
Week 2	Chapter 3 Basic Paragraph Structures (Part 1)	<ul style="list-style-type: none"> <li>• Paragraph Components</li> <li>• Model Paragraph Analysis (Whole Class)</li> <li>• Identifying the Missing Parts</li> <li>• Group Paragraph Building</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in missing parts in 3 sample paragraphs (TS, SS, CS)</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
Week 3	Chapter 3 Basic Paragraph Structures (Part 2)	<ul style="list-style-type: none"> <li>• Coherence &amp; Transitions</li> <li>• Scrambled Paragraph</li> <li>• Guided Revision</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use transitions &amp; label TS, SSs, and CS</li> </ul>
Week 4	Chapter 4 Logical Division of Ideas  Chapter 2 (From Book 2) Unity and Coherence	<ul style="list-style-type: none"> <li>• Analyzing Model Paragraphs for Unity &amp; Coherence</li> <li>• Transition Signals for Unity &amp; Coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Editing a Paragraph for Unity, Coherence, Consistency, and Run-ons</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
Week 5	Chapter 5 Process Paragraph (Part 1)	<ul style="list-style-type: none"> <li>• Process Paragraph Structure</li> <li>• Model Paragraph Analysis (Whole Class)</li> <li>• Identifying Time-order Signals &amp; Subordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Reordering a Scrambled Process Paragraph</li> <li>• Add at least 3 time-order transitions (e.g., First, Next, After that, Finally)</li> <li>• Add at least 2 subordinating conjunctions (e.g., before, after, while, when, as soon as)</li> </ul> <p>Note: Assignment details will be shared in due course.</p>

<b>Week 6</b>	<b>Chapter 5 Process Paragraph (Part 2)</b>	<ul style="list-style-type: none"> <li>Covering the previous week's work &amp; completing any missing parts</li> <li>In-class Writing Task T1: How to avoid burnout as a university student T2: How to impress someone you like (keep it respectful!)</li> <li>In-class Evaluation (Self, Peer, or Teacher-led)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use Time-orders/ Subordinators &amp; label TS, SSs, and CS</li> </ul>
<b>Week 7</b>	<b>Chapter 6 Definition Paragraph</b>	<ul style="list-style-type: none"> <li>Definition Paragraph Structure</li> <li>Model Paragraph Analysis (Whole Class)</li> <li>Paraphrasing Strategies</li> </ul>	<ul style="list-style-type: none"> <li>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?"</li> <li>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)</li> </ul>
<b>Week 8</b>	<b>Outside Sources Descriptive Paragraph</b>	<ul style="list-style-type: none"> <li>Descriptive Paragraph Structures</li> <li>Types of Descriptive Paragraph: Person, Place, Event, and Object</li> <li>Model Paragraph Analysis (Whole Class)</li> <li>Word list associated with five senses</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Write a well-structured descriptive paragraph on one of the topics below:</li> <li>T1: A celebration or festival in your culture</li> <li>T2: A character from a book or movie</li> <li>Use concrete, descriptive adjectives &amp; label TS, SSs, and CS</li> </ul>

<b>VISA 1: No classes held due to exam</b>			
<b>Week 10</b>	<b>Chapter 7 Cause &amp; Effect Paragraph (Part 1)</b>	<ul style="list-style-type: none"> <li>• Cause &amp; Effect Paragraph Structure</li> <li>• Model Paragraph Analysis (Whole Class)</li> <li>• Cause &amp; Effect Transition Signals</li> </ul>	<ul style="list-style-type: none"> <li>• Combine the sentences using appropriate Cause &amp; Effect transition signals</li> <li>• Then, organize them into a coherent paragraph with TS, SSs, and CS.</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
<b>Week 11</b>	<b>Chapter 7 Cause &amp; Effect Paragraph (Part 2)</b>	<ul style="list-style-type: none"> <li>• Covering the previous week's work &amp; Completing any missing parts</li> <li>• 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</li> <li>• In-class Evaluation (Self, Peer, or Teacher-led)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use transitions &amp; label TS, SSs, and CS</li> </ul>
<b>Week 12</b>	<b>Chapter 8 Compare &amp; Contrast Paragraph (Part 1)</b>	<ul style="list-style-type: none"> <li>• Compare &amp; Contrast Paragraph Structure</li> <li>• Model Paragraph Analysis (Whole Class)</li> <li>• Point by point organization &amp; block organization</li> <li>• Transition signals for Comparison and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Completing practice exercises focusing on the use of comparison and contrast transition signals at the sentence level</li> </ul> <p>Note: Assignment details will be shared in due course</p>
<b>Week 13</b>	<b>Chapter 8 Compare &amp; Contrast Paragraph (Part 2)</b>	<ul style="list-style-type: none"> <li>• Covering the previous week's work &amp; Completing any missing parts</li> <li>• In-class Writing Task</li> </ul>	<ul style="list-style-type: none"> <li>• Write a well-structured Compare &amp; 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</li> </ul>

		<p>T1: Working in a team vs. working alone</p> <p>T2: Permissive parenting vs. Authoritarian parenting</p> <ul style="list-style-type: none"> <li>• In-class Evaluation (Self, Peer, or Teacher-led)</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate transition signals &amp; label TS, SSs, and CS</li> </ul>
<b>Week 14</b>	<b>Using Outside Sources Opinion Paragraph</b>	<ul style="list-style-type: none"> <li>• Opinion Paragraph Structure</li> <li>• Model Paragraph Analysis (Whole Class)</li> <li>• Using Reasons to support an opinion</li> <li>• In-class writing task: what is the best age for driving?</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use appropriate transition signals &amp; label TS, SSs, and CS</li> </ul>
<b>Week 15</b>	<b>Revision &amp; Timed Writing</b>	<ul style="list-style-type: none"> <li>• Review &amp; Revise selected previous chapters</li> <li>• Practice timed writing under exam-like conditions</li> <li>• Group discussion on common writing issues and strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a timed writing task on a topic and paragraph type of your choice</li> <li>• Evaluate your own writing using the provided checklist</li> <li>• If necessary, consult your instructor for feedback or clarification</li> </ul>
<b>VISA 2: No classes held due to exam</b>			
<b>Week 17</b>	<b>Chapter 3 Using Outside Sources (From Book 2)</b>	<ul style="list-style-type: none"> <li>• Using and Citing Sources</li> <li>• Plagiarism and Correct Citations</li> <li>• Quotations (direct and indirect)</li> <li>• Paraphrasing</li> <li>• Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• Write an academic paragraph and use at least two academic sources and provide both in-text citations and a reference list</li> <li>• Direct indirect quotations practice</li> <li>• Paraphrasing practice</li> <li>• Summarizing exercise</li> </ul> <p>Note: Assignment details will be shared in due course</p>

<b>Week 18</b>	<b>Chapter 9 Essay Organization (From Book 1)</b>	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Introductory Paragraphs</li> <li>• Body Paragraphs</li> <li>• Concluding Paragraphs</li> <li>• Transitions between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Read a sample essay provided and identify its introduction, body paragraphs, conclusion, and transitions.</li> <li>• Scrambled Essay: arrange the pieces into a logical, well-organized essay</li> </ul> <p>Note: Assignment details will be shared in due course</p>
<b>Week 19</b>	<b>Chapter 4 From Paragraph to Essay (From Book 2)</b>	<ul style="list-style-type: none"> <li>• Essay Structure</li> <li>• Model Essay Analysis</li> <li>• Patterns of Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph Relay Story: Form teams of 5 students. Each team will write a short essay collaboratively, one paragraph at a time:</li> <li>• Student 1: Writes the introductory paragraph.</li> <li>• Student 2, 3 &amp; 4: Each writes one body paragraph, making sure to connect logically to the introduction.</li> <li>• Student 5: Writes the concluding paragraph that ties everything together.</li> <li>• All team members: Work together to add clear transition sentences or phrases between each paragraph.</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
<b>Week 20</b>	<b>Chapter 4 From Paragraph to Essay (Book 2)</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• In-class Evaluation (Self, Peer, or Teacher-led)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<b>Week 21</b>	<b>Chapter 5 Process Essay (Part 1)</b>	<ul style="list-style-type: none"> <li>• Process Essay Structure</li> <li>• Thesis Statements for a Process Essay</li> <li>• Body Paragraphs in Process Essay</li> <li>• Transition Signals</li> <li>• Model Essay Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Reordering a Scrambled Process Essay</li> <li>• 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</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
<b>Week 22</b>	<b>Chapter 5 Process Essay (Part 2)</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Week 23</b>	<b>Chapter 6 Cause and Effect Essay (Part 1)</b>	<ul style="list-style-type: none"> <li>• Cause/Effect Essay Structure</li> <li>• Organization Types</li> <li>• Transition Signals for Cause/Effect</li> <li>• Model Essay Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Organize your essay in two ways: block organization and chain organization</li> <li>• 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.</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
<b>Week 24</b>	<b>Chapter 6 Cause and Effect Essay (Part 2)</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>VISA 3: No classes held due to exam</b>			



<b>Week 26</b>	<b>Chapter 8 Argumentative (Opinion) Essay (Part 1)</b>	<ul style="list-style-type: none"> <li>• Argumentative Essay Structure</li> <li>• The Elements of Argumentative Essay</li> <li>• Model Essay Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing two outlines for an argumentative essay: one using the block pattern and one using point-by-point pattern.</li> </ul> <p>Note: Assignment details will be shared in due course.</p>
<b>Week 27</b>	<b>Chapter 8 Argumentative (Opinion) Essay (Part 2)</b>	<ul style="list-style-type: none"> <li>• In-class Writing Task T1: Does competition in education inspire excellence or create toxic pressure? T2: AI: liberating or threatening invention</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> </ul>
<b>Week 28</b>	<b>Chapter 7 Comparison/ Contrast Essay (Part 1)</b>	<ul style="list-style-type: none"> <li>• Comparison and Contrast Essay Structure</li> <li>• Organization of C&amp;C Essay</li> <li>• Comparison and Contrast Signal Words</li> <li>• Model Essay Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Completing practice exercises focusing on the use of comparison and contrast signal words.</li> <li>• Preparing a point-by-point outline and block outline for comparison contrast essay</li> <li>• Note: Assignment details will be shared in due course.</li> </ul>
<b>Week 29</b>	<b>Chapter 7 Compare Contrast Essay (Part 2)</b>	<ul style="list-style-type: none"> <li>• In-class Writing Task T1: The notion of family: now vs. then T2: Remote work vs. office work</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<b>Week 30</b>	<b>Outside Sources Advantages and Disadvantages Essay</b>	<ul style="list-style-type: none"> <li>• Advantages and Disadvantages Essay Structure</li> <li>• Organization of Advantages and Disadvantages Essays</li> <li>• Model Essay Analysis</li> <li>• In-class Writing Task T1: Mandatory vaccinations: pros and cons T2: Advantages and disadvantages of cancel culture</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Week 31</b>	<b>Revision and Timed Writing</b>	<ul style="list-style-type: none"> <li>• Review &amp; Revise selected previous chapters</li> <li>• Practice timed writing under exam-like conditions</li> <li>• Group discussion on common writing issues and strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a timed writing task on a topic and paragraph type of your choice</li> <li>• Evaluate your own writing using the provided checklist If necessary, consult your instructor for feedback or clarification</li> </ul>
<b>FINAL EXAM: No classes held due to exam</b>			

- 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.