



COURSE UNIT DESCRIPTION

Course Unit Title	Code
WORKSHOP: ARGUMENTATIVE AND PERSUASIVE WRITING	

Lecturer(s)	Department(s)
Coordinator: lekt. Roma Valiukienė Other(s):	Institute of International Relations and Political Science, Vilnius university, Vokiečių str. 10, LT-01130, Vilnius, tel. +370 52514130, e-mail: tspimi@tspmi.vu.lt

Study cycle	Type of the course unit
First	Elective

Mode of delivery	Course unit delivery period	Language (s) of instruction
Face-to-face	1 (autumn) or 4 (spring) or 6 (spring) semester	English

Requirements for students	
Pre-requisites: -	Co-requisites (if any): -

Number of credits allocated	Total student's workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit: programme competences to be developed		
<p>This course aims at developing argumentative writing in English skills in the context of a political science discipline. Upon completion of the course students should be capable of expressing complicated ideas clearly and concisely and should be able to develop arguments in a logical manner and communicate with a wide variety of specialized and broader audiences. They will learn specific theories of persuasion and reasoning, and will be able to apply this knowledge to their own writing, whether preparing a motivational letter, personal essay, letter of recommendation, policy memo or presenting their research results to general audiences. In addition, the course aims at enhancing students' soft skills such as efficient communication in a cross-cultural environment and mediation.</p>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able to define, explain and creatively apply different concepts and theories of argumentative and persuasive writing.	Individual written and verbal assignments, discussion forums, World café, group discussion, critical analysis of texts, giving and receiving feedback from peers.	Active and high-quality participation in seminars; individual homework assignments (essay, text summaries, concept analysis based on diverse cultural perspectives), individual verbal assignments (preparation and verbal delivery of Elevator Pitch, poster, and collage presentation), final exam.
Students will be able to identify the purposes, audiences, typical features, and elements of distinct types academic and non-academic texts in the political science field.		
Students will be able to analyze texts effectively while identifying and highlighting the underlying assumptions, the line of reasoning (main arguments and ideas), as well as evidence that is used to support them.		
Students will be able to plan and organize various professional and analytical activities in a wide array of professional environments by writing concise and argumentative analyses, assessments, policy briefs, recommendations.		
Students will be able to write clearly and incisively in English by applying different discourse patterns and techniques for argumentative and persuasive writing and by adapting one's own writing to the expectations of various audiences and various formats		

(motivational letter, recommendation, policy memo, etc.).		
Students will be able to express ideas and provide arguments in written on different issues and aspects of political science in a relatively accurate manner in terms of language and structure in English (to present, describe, interpret, evaluate and generalize).		
Students will be able to function efficiently in a cross-cultural environment: have an advanced understanding of the impact of culturally induced behavior and communication.	Group discussions, critical analysis of texts, examining patterns of communication (cross-cultural rhetoric) and cultural behavior (cultural incidents, culture assimilations, cultural commentary, etc.) as well as culturally specific values and attitudes (stereotypes, superior attitudes, intercultural crisis, etc.).	Active and high-quality participation in seminars, individual homework assignments (concept analysis based on diverse cultural perspectives).
Students will be able to mediate their communication and assess the value of criticism and feedback on one's own work and incorporate it.	Individual written and verbal assignments, discussion forums, World café, group discussion, critical analysis of texts, giving and receiving feedback from peers.	Active and high-quality participation in seminars.

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Key principles of effective reading and writing: <ul style="list-style-type: none"> • Reading material closely and accurately; • Identifying arguments correctly, assessing the way evidence is being used in support of an argument; • Logical fallacies; • Cutting clutter from writing (problems with wordiness and redundancy); • Unclear sentence constructions. 	2		2				4	12	Group exercise – examining various examples of pieces of academic and journalistic texts and identifying key issues with regards to effective writing style and logics. Read and analyse: Katie Marshall, Concise is nice! An aid for writing concisely, 2019, The Writing Centre at GULC, pp. 1-6; Richard N. Mack, Writing with Precision, Clarity, and Economy 67 (1), 1986, pp. 31-35.
2. How to write in an active voice: <ul style="list-style-type: none"> • Usage of strong, active verbs; • Avoiding turning verbs into nouns; • Getting to the main verb quickly in a sentence. 			2				2	6	Practical exercises related to writing in active voice, giving feedback to peers. Read and analyse: Michael McCarthy and Felicity O'Dell, Academic vocabulary in use, 2008,

								Cambridge UP, pp. 28-44. Recommended readings: Adrian Wallwork, English for academic research: vocabulary exercises, 2013, pp. 103-149.
3. How to vary sentence structure and write strong paragraphs: <ul style="list-style-type: none"> Using punctuation effectively; Writing well-organized and concise paragraphs. 		2				2	6	Practical exercises related to writing well-organized and concise paragraphs. Read and analyse: Rebecca Moore Howard, Writing Matters: A Handbook for Writing and Research, 3rd edition, 2018, pp. 13-52. Recommended readings: Adrian Wallwork, English for research: usage, style, and grammar, 2013, pp. 207-21.
4. Effective writing process: <ul style="list-style-type: none"> Tips for making the process easier, more efficient, and more organized; Checklist for final draft. 	2					2	6	Analysis of assigned literature, questions and answers. Read and analyse: Michael McCarthy and Felicity O'Dell, Academic vocabulary in use, 2008, Cambridge UP, pp. 56-64. Recommended readings: Phyllis Crème and Mary R. Lea, Writing at university. A guide for students, 3rd Edition, 2008, pp. 71-110.
5. Different theories of persuasion: <ul style="list-style-type: none"> Syllogistic reasoning and how it applies to persuasive writing (premises, syllogisms); Ethos, pathos, logos; Lines of argument. 	2		2			4	12	Practical exercises related to impromptu speaking and analysing the persuasiveness of peers and provided examples of various political science texts. Read and analyse: Michael McCarthy and Felicity O'Dell, Academic vocabulary in use, 2008, Cambridge UP, pp. 86-110; Stella Cottrell, Critical thinking skills. Effective analysis, argument and reflection, 3rd Edition, 2017, pp. 63-125.
6. Writing a manuscript: <ul style="list-style-type: none"> How to format tables and figures; Practice writing results; Introduction practice; Methods practice; Results practice; Writing a good abstract. 			4			4	14	Homework assignments: writing an abstract for a selected text, preparing summaries of 3 different genre texts. Class discussion on the manuscripts students are currently working on for another course.

									Recommended reading: Institute for Writing and Rhetoric, Materials for first-year writers, 2021, Dartmouth https://writing-speech.dartmouth.edu/learnings/materials	
7. Other types of writing: <ul style="list-style-type: none"> • Policy memo; • Letters of recommendation; • Personal essays / motivation letter; • Elevator pitch. 	2		4				6	14	Practical exercises related to writing and delivering an elevator pitch; writing a personal essay and a letter of recommendation; presenting and discussing own pieces of writing, giving and receiving feedback. Recommended readings: Adrian Wallwork, CVs, resumes, and LinkedIn. A guide to professional English, 2014, pp. 135-67.	
8. Communication with broader audiences: <ul style="list-style-type: none"> • How to work with the media; • How to be interviewed and conduct an interview; • How to write about science for general audiences; • Communicating in the social media. 	4		2				6	14	Preparing and delivering a poster presentation of a selected research paper to general audience. Recommended readings: Adrian Wallwork, Email and commercial correspondence. A guide to professional English, 2014, pp. 51-67, 75-97.	
9. Cross-cultural communication: <ul style="list-style-type: none"> • Cross-cultural rhetoric; • Cultural behaviour (incidents, assimilations, cultural commentary); • Culturally specific values and attitudes (stereotypes, superior attitudes, intercultural crisis, etc.); 			2				2	6	Analysis of texts, examining patterns of communication (cross-cultural rhetoric) and cultural behavior (cultural incidents, culture assimilations, cultural commentary, etc.) as well as culturally specific values and attitudes (stereotypes, superior attitudes, intercultural crisis, etc.). Recommended readings: Paul Chilton, Analysing political discourse. Theory and practice, 2004, pp. 1-48	
Preparation for the final exam									8	Revision of the course materials and compulsory readings.
Total:	12		20				32	98		

Assessment strategy	Weight, percentage	Assessment period	Assessment criteria
Active and high-quality participation in seminars	30%	During the semester	Each seminar has a number of short practical exercises where students take part in group discussions, apply their theoretical knowledge in practice (e.g., impromptu speaking), give feedback for peers and learn from own mistakes as well as their peers. In all assignments students focus on text coherence and cohesion (e.g., transitional words, synonyms, pronouns, connectors of concession, use of articles for coherence, the historical present tense, etc.).

Individual written assignments	40%	During the Semester	During the course students prepare a number of short individual written assignments to practice their writing skills - they draft an abstract (5% of grade), summaries of 3 different genre texts (each 5% of grade), a personal essay (5% of grade), a letter of recommendation (5% of grade), a policy memo (10% of grade). The assessment is based on genre, content, target lexis, correct grammar structures, meeting the requirements of word formation, spelling, punctuation, clear structural parts, and the requirements of length.
Individual verbal assignments	20%	During the semester	Presenting an elevator pitch (5% of grade), giving a collage presentation (5% of grade) and a poster presentation (10% of grade) to a general audience in order to communicate results of a particular research project. Topics are agreed upon with the teacher and fall under the scope of the study programme so that they review a new book or an extensive research project.
Final exam	10%	At the end of the semester	Students will have to correctly answer 20 multiple-choice questions (each of the same score) regarding the purposes, audiences, typical features, and elements of distinct types of academic and non-academic texts in the political science field.

Author	Year of publication	Title	Issue of periodical or volume of publication	Publishing place and house or web link
Compulsory reading				
Rebecca Moore Howard	2018	Writing Matters: A Handbook for Writing and Research, 3 rd edition		McGraw Hill Education
Institute for Writing and Rhetoric, Dartmouth	2021	Materials for first-year writers		https://writing-speech.dartmouth.edu/learning/materials
Katie Marshall	2019	Concise is nice! An aid for writing concisely.		The Writing Center at GULC
Richard N. Mack	1986	Writing with Precision, Clarity, and Economy		Bulletin of the Ecological Society of America
Michael McCarthy and Felicity O'Dell	2008	Academic vocabulary in use		Cambridge UP
Stella Cottrell	2017	Critical thinking skills. Effective analysis, argument and reflection. 3 rd edition		Macmillan International Higher Education. Red Globe Press
Recommended reading				
Paul Chilton	2004	Analysing political discourse. Theory and practice.		Routledge
Adrian Wallwork	2014	Email and commercial correspondence. A guide to professional English		Springer
Adrian Wallwork	2014	CVs, resumes, and LinkedIn. A guide to professional English		Springer
Adrian Wallwork	2013	English for academic research: vocabulary exercises		Springer
Adrian Wallwork	2013	English for research: usage, style, and grammar		Springer
Phyllis Crème and Mary R. Lea	2008	Writing at university. A guide for students. Third edition		Open University Press