



المدرسة العليا للتربية والتكوين - أكادير  
+ΕΙCΗ +Α.ΧΗΗ. + Ε +ΧCΕ Λ %ΘC%++X - .X.ΛΞO  
ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

# Higher School of Education and Training– Agadir

**Bachelor's Degree in Education**  
**Secondary Education – English Language**



For further details, visit our website: [www.esefa.uiz.ac.ma](http://www.esefa.uiz.ac.ma)  
Follow us on social media: @esefagadir



## **Module Title: Advanced academic writing**

<b>Institution:</b>	Higher School of Education and Training, Agadir
<b>Cycle:</b>	Bachelor's Degree in Education
<b>Module Code :</b>	M29
<b>Semester:</b>	4
<b>Language of Instruction :</b>	English
<b>Nature of Module:</b>	Disciplinary
<b>Total Hours :</b>	50 hours ( 40 in-person, 10 Online )
<b>Nombre de credits :</b>	5
<b>Mode of Study :</b>	In-person and Online (Hybrid)

### **1. MODULE SYLLABUS**

#### **1.1. Competencies to be acquired**

This is the fourth course in students' academic writing. The general aim of this course is to help students develop as writers within the academic community by raising awareness of, practicing, and reflecting upon the conventions of written texts in English. By the end of the course, students will be able to:

- Take into consideration the expectations of one's readership with regard to academic writing discourse.
- Effectively use the work of others in writing, including use of sources and citation methods.
- Expand and improve their ability to work independently by exploring new strategies for learning.
- Improve critical reading skills, so as to think and write more clearly and incisively.
- Refine their writing processes through generating ideas, drafting, peer evaluation, and individual writing consultations.
- Write a well-organized literature review.

#### **1.2. Knowledge to be acquired**

By the end of the course, the students will have acquired the following knowledge areas:

- Different types of writing.



- The structural features of specific academic writing genres, relevant to each writing objective.
- The structure and components of a literature review.
- Conventions of styles and major differences among population writing styles.

### 1.3. Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	16	20			10	4	50
ECTS/VH global du module	4	16	20			10	4	50
% VH		32%	40%			20%	8%	100%

### Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

### 1.4. Detailed Module Content Description

Week	Topics
<b>Week 1</b>	<p><i>Review of Sentence Structure</i></p> <ul style="list-style-type: none"> <li>• Types of sentences (simple, compound, complex, compound-complex)</li> <li>• Sentence fragments and run-ons</li> <li>• Subject-verb agreement</li> <li>• Common grammar errors in academic writing</li> </ul>



<b>Week 2</b>	<b><i>Review of Essay Writing</i></b> <ul style="list-style-type: none"> <li>• Structure: introduction, body, conclusion</li> <li>• Coherence, transitions, and topic sentences</li> <li>• Formal academic tone</li> </ul>
<b>Week 3</b>	<b><i>Review of Argumentative Writing</i></b> <ul style="list-style-type: none"> <li>• Claim, counterclaim, rebuttal</li> <li>• Logical connectors for argumentation</li> <li>• Persuasive vs. argumentative tone</li> </ul>
<b>Week 4</b>	<b><i>Report Writing: Types of Reports</i></b> Identify and distinguish academic, technical, and reflective reports.
<b>Week 5</b>	<b><i>Report Writing: Structure of Reports</i></b> <ul style="list-style-type: none"> <li>• Layout and function of each report section.</li> <li>• Title, abstract/summary, introduction, methodology, findings, conclusion, and recommendations</li> </ul>
<b>Week 6</b>	<b><i>Components of a Theoretical Paper</i></b> <ul style="list-style-type: none"> <li>• Introduction of the topic and key concepts</li> <li>• Literature background</li> <li>• Theoretical framework</li> </ul>
<b>Week 7</b>	<b><i>Mid term exam</i></b>
<b>Week 8</b>	<b><i>Components of a Research Paper</i></b> <ul style="list-style-type: none"> <li>• Familiarize students with academic research paper structure</li> </ul>
<b>Week 9</b>	<b><i>Literature Review</i></b> <ul style="list-style-type: none"> <li>• Synthesizing vs. summarizing sources</li> <li>• Identifying research gaps</li> <li>• Organizing by theme or chronology</li> </ul>
<b>Week 10</b>	<b><i>Writing Style: APA</i></b> <ul style="list-style-type: none"> <li>• APA formatting for papers: title page, headings, spacing</li> <li>• Tone, voice, clarity, and bias-free language</li> </ul>
<b>Week 11</b>	<b><i>Citations</i></b> <ul style="list-style-type: none"> <li>• Learn to cite sources in APA in-text format.</li> </ul>
<b>Week 12</b>	<b><i>References and Bibliography</i></b> <ul style="list-style-type: none"> <li>• APA reference entries for books, articles, websites, etc.</li> <li>• Difference between bibliography and reference list</li> </ul>
<b>Week 13</b>	Revision and practice exercises
<b>Week 14</b>	Evaluation



### 1.5. Teaching Methods and Pedagogical Resources

- Interactive lectures
- Discussions
- Presentations
- Group-work
- Project work
- Hands-on applications

### 1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

### 1.7. Description of Personal Work (If applicable):

- Library research
- Evaluation of research papers
- Evaluation of literature reviews

## 2. EVALUATION PROCEDURES

### 2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** tests, assignments, projects, presentations

### 2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

## 3. BIBLIOGRAPHY

Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). Pearson Education. (*The Longman Academic Writing Series, Level 4*).

*For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :*

<https://drive.google.com/file/d/1Suzn0cWKQuinYe0jpFzAq4MQ7s2I-EP2/view>