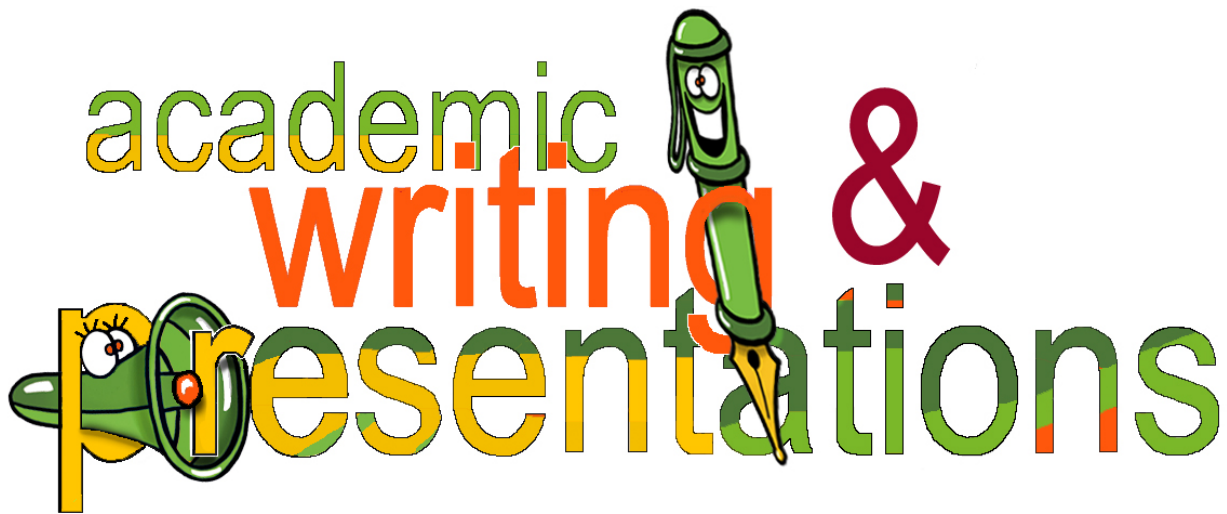


Willkommen Welcome Bienvenue Bienvenido Benvenuto

Course Catalog

Academic Writing and Presentations for Students and
Researchers at TU Dortmund University



SoSe 2022

Liebe Studierende, Promovierende und Postdocs!

Wir freuen uns über Ihr Interesse an unseren Veranstaltungen zum akademischen Schreiben und Präsentieren. Unter dem Akronym **w.space** (**w**issenschaftlich | **s**chreiben | **p**räsentieren | **a**cademic | **c**ommunication) hat das zhb Bereich Fremdsprachen ein neues Angebotsfeld implementiert, welches sich gezielt der Unterstützung und Förderung akademischer Schreib- und Kommunikationskompetenzen in den Sprachen Deutsch als Erst-/Zweit-/Fremdsprache und Englisch als Zweit-/Fremdsprache widmet.

In der akademischen Welt nimmt Englisch als globale Wissenschaftssprache eine zentrale Rolle ein. International ausgerichtete Publikationen und Konferenzen werden weitgehend in englischer Sprache verfasst bzw. geführt, und auch an deutschen Universitäten wird Englisch als Arbeits- und Wissenschaftssprache immer wichtiger. In vielen Fachkulturen läuft relevante Forschung vorrangig auf Englisch und Sie als Studierende und Promovierende sind demnach gefordert, englischsprachige Fachliteratur zu lesen und akademische Texte auf Englisch zu verfassen. Zweifelsohne stellen Englischkompetenz und Schreibkompetenz für Studium, Promotion und Berufstätigkeit wesentliche Schlüsselqualifikationen dar.

Bereitet das akademische Schreiben in der Muttersprache bereits eine hohe Herausforderung, so erweist sich das Schreiben in der Fremdsprache (hier Englisch) als noch komplexer, da neben den akademischen Schreibforderungen auch fremdsprachliche Kompetenzen zum Tragen kommen. Basierend auf den Erkenntnissen der prozessorientierten Schreibforschung verstehen wir Schreiben als einen komplexen Prozess, der verschiedenste Kenntnisse und Fertigkeiten erfordert, die erlernt und trainiert werden können. Dasselbe gilt für das Präsentieren fachlicher Inhalte.

Vor diesem Hintergrund bietet das zhb Bereich Fremdsprachen seit vielen Jahren semesterbegleitende Kurse für das akademische und berufsbezogene Schreiben und Präsentieren in englischer Sprache an. Dank der Zuweisung von Qualitätsverbesserungsmitteln können wir seit dem Wintersemester 2020/21 eine Reihe neuer Unterstützungsformate anbieten. Die erweiterte Angebotspalette besteht aus diesen Bausteinen:

Lehr-/Lernformat	Zeitlicher Umfang	Terminierung
Semesterbegleitende Sprach-Schreibkurse	á 2 SWS	Vorlesungszeit
Workshops zum akademischen Schreiben und Präsentieren	á 2 bis 3 Tage	Vorlesungszeit vorlesungsfreie Zeit
Kurzworkshops zum akademischen Schreiben und Präsentieren	á 2 bis 3 Stunden	Vorlesungszeit vorlesungsfreie Zeit
Schreib- und Präsentationsberatung	Kontinuierlich oder punktuell bei Schreibprojekten	Vorlesungszeit vorlesungsfreie Zeit
Offene Sprechstunden	Punktuell bei akuten Anliegen	Vorlesungszeit vorlesungsfreie Zeit

Zielgruppen und Anmeldung:

In dieser Broschüre (Stand: SoSe 2022) stellen wir Ihnen unser **w.space Programm** für die **Sprache Englisch** vor. Die Veranstaltungen und Beratungsangebote richten sich an eingeschriebene Studierende und Promovierende der TU Dortmund in allen Studienphasen und aller Fachrichtungen. Bei freien Platzkapazitäten sind wissenschaftliche Mitarbeitende und Postdocs der TU Dortmund ebenfalls herzlich willkommen. Für internationale Studierende werden für die Teilnahme an unseren **w.space** Angeboten Englischkenntnisse auf dem GeR-Niveau B2/C1 empfohlen; ein Selbsteinschätzungsraster befindet sich im Anhang. Für die Sprach-Schreibkurse ist eine Einstufung über unsere Einstufungstests erforderlich.

Die Anmeldung zu den einzelnen Veranstaltungen erfolgt über die Kursplattform des zhb Bereich Fremdsprachen.

Bei Fragen und Anliegen helfen wir Ihnen jederzeit gerne weiter:

Tetyana Müller-Lyaskovets, Ph.D.
Academic Writing and Presentations
zhb Bereich Fremdsprachen
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Wir freuen uns darauf, Sie bei Ihren akademischen Schreibprojekten zu unterstützen und zu beraten!

Dr. Meni Syrou
Leitung zhb Bereich Fremdsprachen

**Dear Undergraduate and Graduate Students and Researchers,
Dear Writers,**

Welcome to Academic and Professional Writing at the Department of Foreign Languages, TU Dortmund University. To be successful throughout your course of study and later in your career, you will have to communicate and write in English for multiple academic, professional, and personal purposes. Writing serves as a gateway for employment and career advancement in the modern world. Our goal is to help you with this lifelong pursuit. Through our instruction and counseling, we will provide you with the knowledge and skills that you will apply to your future writing and other projects. We devote our effort and energy to enriching your learning experience and to helping you become successful learners and self-directed, confident writers and communicators.

Our philosophy of teaching writing is solidly grounded in an understanding that writing is a process. The best writing develops through the stages when the writer brainstorms and does preliminary research (invention), organizes ideas and creates drafts (drafting), revises and edits (revision), and finally submits the work. This process is not linear but iterative. The writer may move back and forth between the various stages of this process to create a high-quality piece of writing. We believe that at all these stages, the writer benefits from focused and thoughtful feedback on work-in-progress and on the process that led to the creation of a draft. To help our clients on their way to better drafts, we engage in a dialogue about the following aspects of writing:

- ✓ Inherently rhetorical nature of writing that prioritizes the audience, but also gives voice to a writer
- ✓ Effective techniques for organizing and managing writing and writing processes
- ✓ Clarity and cohesion as the foundation for good writing
- ✓ Credibility of a writer
- ✓ Multiple genres and writing conventions
- ✓ Effective style and grammatical and mechanical correctness of writing

By inviting our clients to participate in a dialogue and valuing their voices, we strive to build a community around writing, teaching, and learning on the TU campus. It is important to realize that we are not a drop-off editing service, and we expect our clients and course participants to be genuinely interested in and motivated to work on their writing projects and writing processes. We do not “fix” papers for them.

Our instruction and services are tailored to support diverse learning styles and writing needs. We can assist you with a variety of writing projects that include but are not limited to

- ✓ Essays and research papers
- ✓ Thesis and dissertation chapters
- ✓ Summaries and abstracts
- ✓ Proposals
- ✓ Reports
- ✓ Emails and business correspondence
- ✓ Presentations and speeches

As a TU Dortmund University writing service and training program, we are guided by the realization that rather than happening after research, writing becomes research and discovery if writers know how to use and benefit from writing. We are here to help you discover writing and empower you in your present and future career.

Happy writing,

Tetyana Müller-Lyaskovets, Ph.D.

Academic and Professional Writing, zhb Bereich Fremdsprachen

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REGULAR COURSES – 210912-S

Title	Academic Writing and Reading C1
Instructor	Tetyana Müller-Lyaskovets
Date / Location SoSe 2022	Wednesday, 14:15 p.m. – 15:45 p.m., EF 61 / R. 204
Content	The course pursues two related goals: it creates the environment for you to work on your individual writing projects by engaging you in reading. It also uses reading as a means to reflect on writing. You will read and analyze authentic essays, speeches, and academic articles from a variety of fields to improve your reading comprehension skills and to learn more about successful writing strategies. You will work on the writing projects of your choice. The course allocates time for participant-teacher conferences.
Trained competencies	<ul style="list-style-type: none"> • interpreting and evaluating a variety of text types that include verbal and visual components; • writing more effectively by considering the audience, purpose, context, and media for the text; • developing an argument; • organizing one's writing as a set of small but achievable goals such as planning, drafting, revising, and editing; • applying conventions of form, style, and citation and documentation of sources as required by scholarly and professional journals in English; • using coherent structure, effective style, and grammatical and mechanical correctness to achieve clarity and credibility of a writer
Entry level	B2
Target level	C1
Target group	Students from all departments
Materials	Materials will be posted on Moodle.
Course requirements	Graded certificate requirements: <ul style="list-style-type: none"> • regular and active participation; • completion of course-related tasks (25% of the grade); • graded reading comprehension test (25% of the grade); • course portfolio due week 11 (50% of the grade)
Allowed Absences	2
SWS / Credits	2 SWS; 3 credits Please note that you can earn 4 credits in this course by keeping a reading journal of all your assigned readings. If interested, please discuss this option with your instructor.

REGULAR COURSES – 210913-S

Title	Presenting and Discussing Ideas C1
Instructor	Tetyana Müller-Lyaskovets
Date / Location SoSe 2022	Thursday, 10:15 a.m. – 11:45 a.m., EF 61 / U11
Content	Giving presentations, participating in Q&A sessions, or talking spontaneously in a variety of professional contexts often is accompanied by our lack of confidence and feelings of anxiety or even fear. This course is designed to help you manage these wholly natural conditions. It does so by providing training in planning, organizing, and delivering your presentations to small groups as well as in engaging in a meaningful conversation with your audience. The second objective is to help you become an active listener and observer who knows how to take notes, ask meaningful questions, or ask for clarifications. The third objective is to teach you how to lead a small group discussion and elicit opinions from group members.
Trained competencies	<p>Presentation skills. Upon the completion of the course, you should be able to implement the basic presentation pattern for delivery and visual content, speak loudly and clearly when delivering your presentations, and provide meaningful answers to a question from an audience.</p> <p>Discussion skills. Upon the completion of the course, you should be able to lead small group discussions, keep the conversation going, provide feedback on presentations and presentation slides, ask relevant questions, correct or rephrase what has been said if people do not understand you, and introduce and thank presenters for their presentations.</p>
Entry level	B2
Target level	C1
Target group	Students from all departments
Materials	Materials will be posted on Moodle.
Course requirements	<p>Graded certificate requirements:</p> <ul style="list-style-type: none"> • Oral tasks (70%): telling a two-minute story (10%), describing a concept or a process in a two-minute talk (10%), giving a prepared ten-minute talk on a topic related to your field of study or to your prospective employment (30%), facilitating a presentation (10%), and active participation (10%). • A course portfolio (30%): a one-page review of your peer's presentation, your presentation outline and slides, journal entries for your peers' presentations (the form will be provided by the teacher).
Allowed Absences	2
SWS / Credits	2 SWS; 3 credits

WORKSHOPS – 212218-S

Title	Academic Writing for STEM Doctoral Candidates and Early Career Researchers
Instructor	Tetyana Müller-Lyaskovets
Date / Location SoSe 2022	05.09., 06.09., 07.09., 08.09.2022, 9:00 a.m. – 12:00 p.m., EF 61 / U11
Content	<p>Writing is a fundamental skill that will help you not only write your dissertation but also advance your career in academia or industry. As a workshop participant, you will receive training that will help you</p> <ul style="list-style-type: none"> • understand the inherent rhetorical situation of writing • articulate, develop, and support your point of view in an academic paper • develop efficient techniques for writing • plan, draft, revise, and edit your papers • apply conventions of form, style, and citation and documentation of sources as required by scientific and professional journals in English • use coherent structure, effective style, and grammatical and mechanical correctness to achieve clarity and credibility of a writer <p>This workshop will help you transition to the graduate-level standards of academic writing by helping you answer the following questions:</p> <ul style="list-style-type: none"> • Why publishing? Why not publishing? • Why do editors reject articles? • Why do reviewers reject papers? • What does a rejected paper tell us? • How do I meet the editorial objectives of the journal? • What are the criteria for a good article? <p>During the workshop, you will be invited to edit small sections of your own work for coherence, clarity, and mechanics. We will do a writing exercise that will help you achieve more clarity in stating the problem and articulating the significance of your study. You will become more aware of good writing practices that will enhance the readability of your papers.</p>
Entry level	Recommended: B2 or higher
Target group	Graduate students and early career researchers If there are places available, master's program students can participate.
Materials	Materials will be posted on Moodle.
Course completion	<p>In the event of constant attendance, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request.</p> <p>One credit point can be awarded for active participation and submission of a two-page text. If you are interested in this opportunity, please discuss it with the instructor.</p>

WORKSHOPS – 212219-S

Title	Writing for Publication in the Humanities and Social Sciences
Instructor	Tetyana Müller Lyaskovets
Date / Location SoSe 2022	29.03., 30.03., 31.03., 01.04.2022, 9:00 a.m. – 12:00 p.m. / online via Zoom
Content	<p>The humanities and social science academic journals on average accept twenty percent of papers submitted for publication. This workshop will bring you closer to a successful publication by engaging you in a discussion about the stages that the authors go through as they prepare their manuscripts, send them to the editor, respond to feedback from the journal, and, if necessary, resubmit their articles. Participation in the workshop will help answer the following questions:</p> <ul style="list-style-type: none"> • Why publishing? Why not publishing? • Why do editors reject articles? • Why do reviewers reject papers? • What does a rejected paper tell us? • How do I meet the editorial objectives of the journal? • What are the criteria of a good article? • What is the review process? • What is the production process? • How do I respond to feedback from the journal? <p>As our workshop participant, you will become more confident with</p> <ul style="list-style-type: none"> • defining your writing goals; • finding and targeting the right journal; • writing a focus statement section of a paper; • editing a paper for consistency and economy of style; • articulating implications of your research; • advancing your literature review from the summary to authorization stage; • communicating with the journal. <p>The in-class hands-on activities may result in your finding the right journal and drafting a focus statement or the first page of a paper.</p>
Entry level	Recommended: B2 and higher
Target group	Graduate students and early career researchers If there are places available, master's program students can participate.
Materials	Materials will be posted on Moodle.
Course completion	<p>In the event of constant attendance, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request.</p> <p>One credit point can be awarded for active participation and submission of a two-page text. If you are interested in this opportunity, please discuss it with the instructor.</p>

WORKSHOPS – 212220-S

Title	Write your Way to Your Career: Technical Writing, Professional Writing
Instructor	Tetyana Müller Lyaskovets
Date / Location SoSe 2022	12.09., 13.09., 14.09., 15.09.2022, 09:00 a.m. - 12:00 p.m., EF 61 / U11
Content	<p>In your professional life, you might find yourself in a situation when you have to write an email, application, proposal, resume/CV, or progress or technical report for your supervisors, colleagues, or customers in order to explain a problem, describe a process, or present results, a product, or a project. Our workshop prepares you for writing in and for your future careers in industry, business, or academia by teaching you the basics of technical writing and by creating an environment where you can work on your individual documents. You will read and analyze authentic model documents, create your own documents, and get immediate feedback on your writing.</p> <p>The workshop is organized as a combination of teacher input blocks and in-class writing sessions.</p> <p>Competencies trained through the course include</p> <ul style="list-style-type: none"> • writing more effectively by considering the audience, purpose, context, and media for the text; • organizing your writing as a set of small but achievable goals such as planning, drafting, revising, and editing; • applying conventions of form, style, and citation and documentation of sources in order to comply with the current practices in technical communication; • using coherent structure, effective style, and grammatical and mechanical correctness to make your subject clear to your readers.
Entry level	Recommended: B2 and higher
Target group	Undergraduate and graduate students Recommended to students who plan to apply to study abroad programs, internships, or universities abroad and to students who use or will use English for professional purposes.
Materials	Materials will be posted on Moodle.
Course completion	<p>In the event of constant attendance, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request.</p> <p>One credit point can be awarded for active participation and submission of a two-page text. If you are interested in this opportunity, please discuss it with the instructor.</p>

WORKSHOPS – 2122021-S

Title	Bachelor's and Master's Thesis Writing
Instructor	Hilary Meuter
Date / Location SoSe 2022	28.03., 29.03., 30.03., 31.03.2022, 9:00 a.m. – 12:00 p.m., online via Zoom
Content	Writing a thesis is your opportunity to take the skills and knowledge that you have acquired over the course of your studies and apply them to a focused, sustained project. It requires a confident command of grammar, a clear and cogent writing style, and an organized plan of attack. This Bachelor's and Master's Thesis Writing workshop will cover these themes and more to help you acquire all the tools you need to develop a thesis, get started writing, and see your project through to the end.
Entry level	Recommended: B2 or higher
Target group	Undergraduate and master's program students interested in learning how they can optimize their thesis writing
Materials	Materials will be posted on Moodle.
Course completion	In the event of constant attendance, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request. One credit point can be awarded for active participation and submission of a two-page text. If you are interested in this opportunity, please discuss it with the instructor.

SHORT WORKSHOPS – 212201-S

Title	Short Workshop Series I – Mastering Writing Skills
Instructor	Tetyana Müller-Lyaskovets
Scheduling	Offered during lecture and lecture-free periods (on an almost monthly basis all around the year)
Date / Location SoSe 2022	SW I/1: Wed, 06.04.2022 / 12:15 p.m. – 13:45 p.m. / online via Zoom SW I/2: Wed, 27.04.2022 / 12:15 p.m. – 1:45 p.m. / online via Zoom SW I/3: Wed, 11.05.2022 / 12:15 p.m. – 1:45 p.m. / online via Zoom SW I/4: Wed, 25.05.2022 / 12:15 p.m. – 1:45 p.m. / online via Zoom SW I/5: Wed, 08.06.2022 / 12:15 p.m. – 1:45 p.m. / online via Zoom SW I/6: Wed, 22.06.2022 / 12:15 p.m. – 13:45 p.m. / online via Zoom
Content	SW I/1: Writing Introductions and Purpose Statements SW I/2: Exercises for Writing a Methods Section SW I/3: Writing Results and Discussion Sections SW I/4: Writing Abstracts SW I/5: Identifying and Correcting the Most Common Mistakes and Structural Defects SW I/6: Grammar Revisited: Sentence Structure and Punctuation The individual descriptions of these short workshops are available on our course platform as well as in the appendix. You can attend individual workshops or the entire series.
Entry level	Recommended: B2 or higher
Target group	Undergraduate and graduate students and researchers interested in learning how they can optimize their writing
Materials	Materials will be posted on Moodle.
Course completion	In the event of attendance of any 4 short workshops from blocks I, II, and III, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request. If you wish to earn 1 credit, you'll have to submit a two-page text in addition to the attendance of 4 short workshops. If you are interested in this opportunity, please discuss it with the instructor.

SHORT WORKSHOPS – 212208-S

Title	Short Workshop Series II – Professional and Technical Communication
Instructor	Hilary Meuter Tetyana Müller-Lyaskovets
Scheduling	Offered during lecture and lecture-free periods (on an almost monthly basis all around the year)
Date / Location SoSe 2022	SW II/1: Wed, 06.07.2022 / 12:15 p.m. – 1:45 p.m. / online via Zoom SW II/2: Fr., 01.04.2022 / 10:30 a.m. -12:00 p.m. / online via Zoom SW II/3: Fr, 22.04.2022 / 10:30 a.m. -12:00 p.m. / online via Zoom SW II/4: Fr, 06.05.2022 / 10:30 a.m. -12:00 p.m. / online via Zoom
Content	SW II/1: Writing Resumes, CVs, and Cover Letters SW II/2: Make the Right Impression: Writing a Proper Email SW II/3: Giving Effective Multimedia & Oral Presentations SW II/4: Prepping for a Job Interview The individual descriptions of these short workshops are available on our course platform as well as in the appendix. You can attend individual workshops or the entire series.
Entry level	Recommended: B2 or higher
Target group	Undergraduate and graduate students and researchers interested in learning how they can optimize their writing
Materials	Materials will be posted on Moodle.
Course completion	In the event of attendance of any 4 short workshops from blocks I, II, and III, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request. If you wish to earn 1 credit, you'll have to submit a two-page text in addition to the attendance of 4 short workshops. If you are interested in this opportunity, please discuss it with the instructor.

SHORT WORKSHOPS – 212213-S

Title	Short Workshop Series III – Managing your Writing Project
Instructor	Hilary Meuter
Scheduling	Offered during lecture and lecture-free periods (on an almost monthly basis all around the year)
Date / Location SoSe 2022	SW III/1: Fr, 20.05.2022, 10:30 a.m. – 12:00 p.m. / online via Zoom SW III/2: Fr, 03.06.2022, 10:30 a.m. – 12:00 p.m. / online via Zoom SW III/3: Fr, 10.06.2022, 10:30 a.m. – 12:00 p.m. / online via Zoom SW III/4: Fr, 17.06.2022, 10:30 a.m. – 12:00 p.m. / online via Zoom
Content	SW III/1: Planning your Writing Project and Keeping the Pace SW III/2: Developing and Meeting your Writing Goals SW III/3: Strategies for Overcoming Writer's Block SW III/4: Using Online Tools to Edit your Paper The individual descriptions of these short workshops are available on our course platform as well as in the appendix. You can attend individual workshops or the entire series.
Entry level	Recommended: B2 or higher
Target group	Undergraduate and graduate students and researchers interested in learning how they can optimize their writing
Materials	Materials will be posted on Moodle.
Course completion	In the event of attendance of any 4 short workshops from blocks I, II, and III, a certificate of participation (1 SWS, no grades and credits) can be awarded upon request. If you wish to earn 1 credit, you'll have to submit a two-page text in addition to the attendance of 4 short workshops. If you are interested in this opportunity, please discuss it with the instructor.

WRITING CONSULTATIONS – 210403-S

Title	PAULLA Writing
Consultant	Tetyana Müller-Lyaskovets
Scheduling	Offered during lecture periods similar to regular classes The participants complete their course work by the end of week 15 of a lecture period. In some cases, the course can be moved to the lecture-free period. One needs to arrange for this scenario in advance.
Date and Location SoSe 2022	Thursday, 12:00 p.m. – 13:30 p.m. / online via Zoom
Goal	To provide writing support to students seeking regular counseling and structured guided writing support.
Content	<p>This independent study course prepares you for writing in English in both academic and professional contexts. With our instructional strategy, we reverse the traditional learning environment to a learner-centric model by delivering the course content online and by providing feedback on your writing. Our online writing course takes you through a number of steps of the writing process, which will result in your becoming a better writer able to produce better texts. Although the writing processes change among the writers, the typical writing process steps include prewriting, writing, revision, and editing. Good writers usually move back and forth between these steps. We will help you organize and handle better your writing process through instruction delivered online and through our feedback on your writing processes and products.</p> <p>We provide feedback through individual advising because we believe that writers should be able to make use of social interaction to produce better texts. Working on your writing project, you will have an opportunity to receive regular support from our instructor. In general, individual advising begins directly after establishing the language level of a learner. Then the learner sets one's own goal and chooses a genre s/he wants to work with. You can participate in individual advising regularly or selectively.</p>
Entry level	Recommended: B2 or higher
Target group	Undergraduate and graduate students interested in developing and improving academic writing and technical/professional writing skills. Students can work on their current writing projects or assignments such as, for example, thesis chapters or term papers.
Materials	Materials will be posted on Moodle.
Course completion	Participation certificates are awarded for exceptionally good work (regular participation and communication with the instructor, regular submission of work in progress, and submission of a writing portfolio).

WRITING CONSULTATIONS – 212222-S

Title	Open Office Hours for One-on-one Writing Consultations
Consultant	Tetyana Müller-Lyaskovets
Scheduling	Offered during lecture periods and final exam weeks (clients need to schedule their counseling session) and during semester breaks (upon request).
Date and Location SoSe 2022	Monday, 10:30 a.m. – 12:00 p.m. / online via Zoom
Goal	To provide writing support to students with more sudden concerns and questions; can very well be attended infrequently.
Content	<p>What do I bring to the counseling session?</p> <ul style="list-style-type: none"> • A hard or electronic copy of your paper draft or your notes if you have started writing • An assignment sheet from your instructor or from your department if you have one • A list of biggest issues and specific questions about your paper. Highlight one question you want to discuss first.
Entry level	Recommended: B2 or higher
Target group	Undergraduate and graduate students and researchers interested in learning how they can optimize their writing
Materials	Please bring your draft and assignment sheet. We can offer handouts and resources on various aspects of writing.
Course completion	N/A

Appendix: Short Workshop Descriptions

Short Workshop Series I: Mastering Writing Skills

Short Workshop I/1: Writing Introductions and Purpose Statements

Introductions and purpose statements for papers, thesis and dissertation chapters, or proposals challenge writers in a variety of ways. They must grab the reader's attention, present an interesting problem, describe its context, and, possibly, delineate a solution in a clear and engaging way. Introductions must state the paper's purpose unambiguously. Writers must fulfill these requirements and do so within a limited number of pages or even paragraphs. A focus statement, which belongs to an introduction, gives scaffolding and direction to a paper. The workshop examines the task of writing introductions and purpose statements and provides practical tools and strategies to manage the problems that arise as you are working on this paper section.

Short Workshop I/2: Exercises for Writing a Methods Section

Although the examples used in this workshop will come from the Humanities and Social Sciences, students and researchers from STEM disciplines might find it useful too. The methods section is believed to be the easiest to write because it is descriptive rather than argumentative or interpretative. When working on their methods sections, the writers might be challenged in how accurately and precisely they are required to describe the research design and data collection strategies. The workshop is organized as a series of exercises that will help you work on your methods section in the future. In addition, it offers several templates for writing the methods section.

Short Workshop I/3: Writing Results and Discussion Sections

Writing the results and findings section is the pinnacle of your research project. It is a proud moment when you finally know everything about your project and you want to share your knowledge with your readers. The question is if they care to know each and every detail and result that you have spent so much time obtaining. The bottom line is that your readers mainly want to know the bottom line. This workshop discusses strategies for selecting information and sustaining your readers' interest by telling an interesting story rather than by overwhelming your readers with details.

Similar to introductions, discussion and conclusion sections are power positions of your paper, and they are difficult to write. The discussion section is the section whose words your readers will read most carefully. Because discussion sections offer not only the most salient findings but rather provide their interpretation, a lot of readers will skip other parts of your paper and go directly to the discussion section. This workshop will give you more understanding of how we interpret the findings for the reader, how we help our readers think about your findings' application, and how we describe the findings' significance and implications for practice or research.

Short Workshop I/4: Writing Abstracts

Patricia Goodson (2017) describes abstracts as "wallet-size portraits of the big picture reported in your manuscript." The workshop will explain the role that abstracts play and the function that they fulfill. The workshop will offer you a recipe for writing an abstract. You can then adjust this recipe to your individual writing project and task. Please bring a draft of any paper that you wrote before or you are working on at the moment to be used in an abstract writing exercise. If you do not have a manuscript yet, you need at least to know what you are going to say in your paper or presentation.

Short Workshop I/5: Identifying and Correcting the Most Common Mistakes and Structural Defects

Before starting grading or providing feedback on my students' manuscripts, I have several websites opened on my computer. I use these website links to direct my students' attention to the mistakes that they make, and I know in advance what kind of mistakes or structural defects I am going to find in their papers. Our writing is not measured by the number of mistakes that we make, but rather its quality is dependent on our ability to identify, recognize, and correct these mistakes. This workshop will inform you about the most typical mistakes and structural defects that writers with an advanced level of English tend to make. The workshop will offer you ways to recognize and correct these mistakes.

Short Workshop I/6: Grammar Revisited: Sentence Structure and Punctuation

This workshop will help you with learning the rules of how and when to punctuate a sentence. Punctuation mistakes in a report, paper, email, or on a slide can make smart people look bad. Missing commas are not a minor mistake that can be neglected. Because punctuation is closely connected with sentence structure, the workshop also reviews types of sentences. Participating in our hands-on activities will help you become a more knowledgeable and meticulous writer.

Short Workshop Series II: Professional and Technical Communication**Short Workshop II/1: Writing Resumes, CVs, and Cover Letters**

This workshop prepares you for job search writing. Employment documents usually include cover letters, resumes (written for the industry) or CV-s (written for academia and R&D positions in the industry), professional portfolios (optional if not mentioned in the job posting), and other types of job search correspondence. It is important to realize that although there are certain expected ways of organizing and presenting your information in employment documents, there is no single right way of doing so. The purpose of the workshop is to help you create your own documents based on your individual situations.

Short Workshop II/2: Make the Right Impression: Writing a Proper Email

Emails have a strong presence in both our private and professional lives. However, the style and anatomy of an email differ based on the purpose of writing. This form of communication is often responsible for the first impression we give to others. Therefore, setting the right tone and mastering the appropriate style is essential. This workshop will discuss how to write an appropriate professional email by reviewing parts such as greetings, opening lines, and closings.

Short Workshop II/3: Giving Effective Multimedia & Oral Presentations

Giving a presentation is more than just reading a script and moving through a PowerPoint presentation. How we present can affect how the audience interprets the information we present in both an academic and professional setting. This workshop will explore how to integrate multimedia (such as PowerPoint) in a presentation to contribute to its overall effectiveness in delivering your message. Furthermore, the workshop will review the essential components of giving an oral presentation, such as eye contact and the speed at which you talk.

Short Workshop II/4: Prepping for a Job Interview

A job interview is often one of the most important appointments we can have, and it can cause a large amount of stress. However, there are steps to prepare for an interview that can help you succeed in presenting yourself in the most positive light. This workshop will review various techniques you can use to prepare for both telephone and in-person interviews, such as researching the company you are applying to and answering practice interview questions ahead of time.

Short Workshop Series III: Managing your Writing Project**Short Workshop III/1: Planning your Writing Project and Keeping the Pace**

Composing an extended writing project requires being consistent with your time and efficiently managing how it is divided between the many smaller tasks that will lead you toward your desired result. Working out priorities ahead of time and sticking to the timeline you have set yourself is vital to successful academic writing. This workshop will help you develop your own practices based on proven strategies to help you make the best decisions when planning the pace of your writing project.

Short Workshop III/2: Developing and Meeting your Writing Goals

Setting smaller goals for yourself—laying out a series of distinct milestones on your path to a finished project—is among the most useful strategies for keeping yourself motivated and on track to complete your written work. This workshop will go over tools and strategies for developing and sticking to such smaller goals as you progress through your project.

Short Workshop III/3: Strategies for Overcoming Writer's Block

Writer's block can occur at any point during an assignment and can be incredibly frustrating. It can disrupt workflow and cause a delay in work. Writer's block does not reflect a lack of preparation. While it might not be completely unavoidable, writer's block can be managed. This workshop will examine how to identify writer's block in addition to techniques and methods to help you overcome it.

Short Workshop III/4: Using Online Tools to Edit your Paper

A variety of open-source tools are available online to help you get your writing into its final form. These include guides for academic citation and style manuals such as APA, MLA, and Chicago style as well as automated grammar and proofreading tools. In this workshop, we will explore the utility of these different programs and guides and discuss the most effective way of integrating them into your writing process.

Appendix 2 – CEFR Table 2: Self-assessment grid (with online interaction and mediation)

RECEPTION	A1	A2	B1	B2	C1	C2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Appendix 2 – CEFR Table 2: Self-assessment grid (with online interaction and mediation) ► Page 167

INTERACTION	A1	A2	B1	B2	C1	C2
Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Written and online Interaction	<p>I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way.</p> <p>I can react simply to other posts, images and media.</p> <p>I can complete a very simple purchase, filling in forms with personal details.</p>	<p>I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions.</p> <p>I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor.</p>	<p>I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand.</p> <p>I can ask for or give simple clarifications and can respond to comments and questions in some detail.</p> <p>I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.</p>	<p>I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative.</p> <p>I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.</p>	<p>I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively.</p> <p>I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying</p>	<p>I can express myself in an appropriate tone and style in virtually any type of written interaction.</p> <p>I can anticipate and deal effectively with possible misunderstandings, communication issues and emotional reactions, and adjusting language and tone flexibly and sensitively as appropriate.</p>
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Page 168 ► CEFR Companion Volume with New Descriptors

PRODUCTION	A1	A2	B1	B2	C1	C2
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Written Production	I can write simple isolated phrases and sentences.	I can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	I can write straightforward connected text on topics which are familiar or of personal interest.	<p>I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length.</p> <p>I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues.</p> <p>I can write different kinds of texts in a style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style.</p> <p>I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>I can write summaries and reviews of professional or literary works.</p>

MEDIATION	A1	A2	B1	B2	C1	C2
Mediating a text	I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programmes.	I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
Mediating concepts	I can invite others' contributions using short, simple phrases.	I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time.	I can help define a task in basic terms and ask others to contribute their expertise.	I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions.	I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarising, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.
Mediating communication	I can use simple words and signals to show my interest in an idea and to confirm that I understand. I can express an idea very simply and ask others whether they understand me and what they think. I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand. I can communicate other people's personal details and very simple, predictable information, provided other people help me with formulation.	I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas. I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs. I can recognise when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding. I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things.	I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue. I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and view-points, and inviting participants to react to each other's ideas. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings. I can communicate significant concisely as well as explaining cultural references. I can use persuasive language	I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.

information clearly, fluently and

diplomatically.

WRITING SKILLS QUESTIONNAIRE

(A *Community of Writers* by Peter Elbow and Pat Belanoff)

Possible answers: Yes, no, sometimes, and don't know.

ATTITUDES TOWARD WRITING

	Do you enjoy writing?
	In general do you trust yourself as a person who can find good words and ideas and perceptions?
	Do you think of yourself as a writer?

GENERATING

	On a <i>topic of interest to you</i> , can you generate lots of words fairly quickly and freely--not be stuck?
	Again on a topic of interest to you, can you come up with ideas or insights you'd not thought of before?
	On a topic that <i>doesn't</i> much interest you (perhaps an assigned topic), can you generate lots of words fairly quickly and freely--not be stuck?
	On a topic not of interest, can you come up with ideas or insights you'd not thought of before?
	On a topic where you start out not knowing what you think, can you write or think your way through to a conclusion?
	On a topic where you start out with your mind made up, can you write or think your way into actually <i>changing</i> your mind?

REVISING

	Can you revise in the literal sense of "resee"--thus rethink and change your mind about major things you have said?
	Can you find a main point in a mess of your disorganized writing?
	Can you find a <i>new</i> shape in a piece of your writing which you had previously organized?
	Can you find problems in your reasoning or logic and straighten them out?
	Can you make your sentences clear--so they are clear to readers on first reading?
	Can you get your sentences lively? Can you give them a human voice?
	Can you get rid of <i>most</i> mistakes in grammar, spelling, punctuation, and so on? Can you clean your writing up enough so most readers would not be put off?
	Can you get rid of virtually <i>all</i> such mistakes?
	Can you guess how most readers will react to something you've written?
	Can you adjust something you've written to fit the needs of particular readers?

FEEDBACK

	Can you enjoy sharing with friends a draft of what you've written?
	Can you read out loud to listeners a draft of your writing so it is really clear and "given," that is, not mumbled and "held back"?
	Can you openly listen to the reactions of a reader to your writing and try to see it as he/she sees it, even if you think his/her reactions are all wrong?
	Can you give noncritical feedback--telling the writer what you would like and summarizing or reflecting what you hear the words saying?
	Can you give "movies of your mind" as a reader--a clear story of what was happening in your mind as you were reading someone's writing?
	Can you give "criterion-based feedback"--telling the writer how the draft matches up against the most common criteria of good writing?

COLLABORATION

	Can you work on a task collaboratively with a small group; pitch in, share the work, help the group cooperate, keep the group on task?
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AWARENESS AND CONTROL OF WRITING PROCESS

	Can you give a <i>detailed</i> account of what was going on when you were writing: the thoughts and feelings that go through your mind and the things that happen in the text?
	Do you notice problems or "stuck points" in your writing and figure out what the causes are?
	Can you make changes in the way you go about writing based on those things you noticed?
	Can you vary the way you go about writing depending on the situation: the topic, the audience, type or writing, and so on?

Auf Wiedersehen Goodbye Au revoir Adiós Arrivederci

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