



Universitat de Lleida

DEGREE CURRICULUM  
**DEVELOPING WRITTEN SKILLS  
IN ENGLISH**

Coordination: BRUFAU BRUFAU, MARIA PILAR

Academic year 2018-19

Subject's general information

<b>Subject name</b>	DEVELOPING WRITTEN SKILLS IN ENGLISH		
<b>Code</b>	101279		
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION		
<b>Typology</b>	Degree	Course	Character
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	OPTIONAL
	Bachelor's Degree in English Studies	1	OPTIONAL
<b>Course number of credits (ECTS)</b>	6		
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	<b>PRAULA</b>	<b>TEORIA</b>
	<b>Number of credits</b>	4	2
	<b>Number of groups</b>	1	1
<b>Coordination</b>	BRUFAU BRUFAU, MARIA PILAR		
<b>Department</b>	ENGLISH AND LINGUISTICS		
<b>Teaching load distribution between lectures and independent student work</b>	50 hours contact sessions. 100 hours autonomous work.		
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.		
<b>Language</b>	English		

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BRUFAU BRUFAU, MARIA PILAR	pbrufau@dal.udl.cat	6	

## Subject's extra information

This subject aims at the consolidation of students' communicative written skills in English, having as its main objective the achievement of the C1.1 level of the Common European Frame of Reference at the conclusion of the term. It is thus addressed to those students whose command of the language is below this level at the beginning of the course.

## Learning objectives

- Understand long and complex factual and literary texts about varied topics, concrete or abstract, including specialised articles.
- Write long, clear, well-structured texts about varied topics with coherence and cohesion, expressing opinion about general topics and indicating advantages and disadvantages.
- Write different types of texts, about simple or complex subjects, in an appropriate style.
- Identify and manipulate different types of grammatical and lexical structures that are necessary for the correct production and comprehension of written texts at a C1.1.

## Competences

CG5 Demonstrate individual work capacity

CG11 Learn autonomously

CE1 Write in English with correction and communicative effectiveness in everyday situations as well as in academic and professional contexts.

## Subject contents

### 1. INTRODUCTION: The Purpose of Writing

- Differences between oral and written language.
- Starting to write: Genre.
- Types of texts: Identifying main features of different types of texts: narrative, descriptive, expository and argumentative.

### 2. PARAGRAPHS

- The sentence: Types of sentences. Types of clauses. From sentence to text: standards of textuality.

- The paragraph: What is a paragraph? Structure of a paragraph.
- Connecting paragraphs. Cohesive devices: Connective words: Conjunctions and transition signals.
- Paragraph organization.

### 3. TYPES OF ESSAYS

- **DESCRIPTIVE:** Language expressing sensory details: Strong adjectives, vivid verbs. Literary devices: Simile, metaphor, onomatopoeia, personification, hyperbole.
- **NARRATIVE:** Elements: Theme, character, plot and structure, setting, point of view. Sequencing events: Time words. Verb tenses- Past continuous, past simple, past perfect, present and past participles. Elaborating the story: Description. Indirect speech. Dialogue (direct speech)
- **EXPOSITORY:** For and against. Cause and effect. Providing solutions to problems. Language to express cause, effect, purpose and probability.  
Verb tenses: Conditionals. Modals expressing possibility Linking expressions: To list advantages and disadvantages. To introduce, to list and to add points. To make contrasting points. To introduce examples. To conclude.  
Formal language.
- **ARGUMENTATIVE:** Writing a good thesis statement. Developing an argument: supporting point of view with reasons and specific examples.  
Formal language: Impersonal structures. The passive form.  
Language to express opinion (added to the useful language for expository essays)  
Synthesizing main ideas for conclusion.

### 4. READING INTO WRITING

- Reading efficiently. Pre-reading: Predicting, previewing, and anticipating. Skimming strategies: Reading for gist. Scanning: Reading for detail. Intensive, close reading: Note taking.
- Summary writing.

Of a written text: Identifying main ideas and supporting points. Identifying topic sentences, key words and concluding sentences. Paraphrasing.  
Of a lecture: Working with notes. Useful language: Reporting verbs.

- Review writing.

Summarising: Explaining main points of plot. Evaluating various features: Language for description and to express opinion Recommendation: reasoned argument. Verb tenses: Present tenses review.

- The research paper. What it is: Main features

Argumentative. Analytical.

Genres:

## Methodology

This course follows a learner-centred approach. Inquiry-based and cooperative learning merge, fostering a context in which students play an active and participatory role in their own learning process. Students are assigned the accomplishment of a final task and the teacher becomes a facilitator:

- Providing task and performance modelling.
- Designing participatory learning activities- Small group discussions (Think-pair-share) and reciprocal teaching/learning practices(peer review)
- Offering feedback and providing information when necessary.

This method is planned to foster students' responsibility towards own learning and to enhance motivation in order to acquire the knowledge and skills necessary for the achievement of the final task. It is while working to accomplish each assignment that students will work on the contents and competences of the subject. Sessions will be mainly practical and interactive, although there might be some theoretical classes when necessary.

## Development plan

WEEK	SESSIONS: THURSDAY/FRIDAY	CONTENT
1	14/15 FEBRUARY	PRESENTATION OF THE SUBJECT INTRODUCTION :the purpose of writing
2	21/22 FEBRUARY	WRITING PARAGRAPHS: the sentence/the paragraph
3	28 FEB/1 MARCH	Connecting paragraphs/organization
4	7/8 MARCH	Paragraph organization/ descriptive essay
5	14/15 MARCH	Descriptive essay/summary writing
6	21/22 MARCH	Summary writing/note taking
7	28/29 MARCH	Narrative essay
8	4/5 APRIL	Narrative essay /expository essay
9	11/12 APRIL	Expository essay/argumentative essay
<b>10</b>	<b>18/19 APRIL</b>	<b>EASTER HOLIDAY</b>
11	<b>25/26 APRIL</b>	<b>(25<sup>th</sup> Student Fest)</b> Argumentative essay
12	2/3 MAY	Argumentative essay/ Reading efficiently
13	9/10 MAY	Reading efficiently /Review writing
14	16/17 MAY	Review writing
15	23/24 MAY	The research paper
16	30/31 MAY	The research paper <b>Delivery final project (reading into writing)</b>
17	6/7 JUNE	General content revision <b>Final test (in class writing exercise, 7<sup>th</sup>)</b>

The dates for the delivery of the different essays and the distribution of the content might be modified depending on the date of the DAL Day Lecture. The attendance to this lecture is compulsory for the students of the subject, as one of the assessment activities (summary writing) is related to it.

## Evaluation

Final evaluation will include:

- 15% for student attendance and participation (10% classroom attendance + 5% DAL day attendance/written evidence)
- 35% for written assignments : 3 texts of different genres (10%+10%+15%)
- A final test (one in-class written essay) will be held at the end of the teaching period and will mean a 25% of the final mark.
- 25% for the final project:

Reading into writing, which entails:

-Reading a book.

-Writing the

review of the book (10%).

-Writing a creative narrative related with the

book (alternative ending, interview to a character, spin-off story...) (15%).

## Bibliography

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- Greenall, Simon and Michael Swan. *Effective Reading: Reading Skills for Advanced Students. (Fifth Edition)* Cambridge University Press, 1991.
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- Kehe, David and Peggy D. Kehe. *Writing Strategies: a Student-Centered Approach*. Brattleboro, Vermont : Pro Lingua Associates, 2004.
- Leki, Ilona. *Academic Writing*. Cambridge University Press, 1995.
- MacCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use. Upper-Intermediate*. Cambridge University Press, 2001.
- Porter, David. *Check your English for Academic Purposes*. London: Peter Collin, 2001.
- Swales, John M. and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 1994.
- Waters, Mary and Alan Waters. *Study Tasks in English*. Cambridge University Press, 1995