Universitat de Lleida

DEGREE CURRICULUM

DEVELOPING WRITTEN SKILLS IN ENGLISH

Coordination: FRUMUSELU , ANCA DANIELA

Academic year 2021-22

Subject's general information

Subject name	DEVELOPING WRITTEN SKILLS IN ENGLISH
Code	101279
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	1	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	4	2
	Number of groups	1	1

Coordination	FRUMUSELU , ANCA DANIELA
Department	ENGLISH AND LINGUISTICS
Teaching load distribution between lectures and independent student work	This course consists of 6 ECTS of 25 hours each, equivalent to a total of 150 hours of work, distributed as follows (subject to change depending on the evolution of COVID19*): FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows: 1. Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher 2. Work with the teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.).
Important information on data processing	Consult this link for more information.
Language	English

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	6	By appointment.

Subject's extra information

This subject aims at consolidating 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 end of the term.

The teaching methodology of this subject will be done face-to-face, as follows:

Thursdays/Fridays from 9.00 to 11.00 face-to-face classes in Room 2.13.

In case we return to semi presential classes, all the online sessions will be done via videoconference or autonomous work at home (follow the teacher´s guidelines).

Students who combine their degree with a full time job or a part-time job with schedules coinciding with the university classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

"Remember that the recordings and other contents of the CV are protected by the intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in the" Legal Notice ", visible on all websites owned by the UdL ".

Learning objectives

Learning outcomes:

- Understand the main ideas of texts on topics, as complex as they are abstract, including technical discussions in the field of vocational training.
- Produce clear and detailed texts on various topics, as well as defend a point of view on general topics, indicating the pros and cons of the different options.
- Develop the ability to express written texts in English in academic settings.
- Acquire communication tools and written skills in English.

Specific 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

General Competences

CG5. Demonstrate individual work capacity

CG11. Learn autonomously

CG15. Look for and use appropriately diverse sources of information

Specific Competences

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

CE2. Speak English correctly and fluently, both in academic and professional settings as well as in everyday life.

Transversal Competences

CT2. Acquire a significant proficient level of English as a foreign language

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 a point of view with reasons and specific examples.
Formal language: Impersonal structures. The passive form.
Language to express an opinion (added to the useful language for expository essays)
Synthesizing main ideas for a 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, keywords and concluding sentences. Paraphrasing.

Of a lecture: Working with notes. Useful language: Reporting verbs.

• Review writing.

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

Genres: Argumentative & Analytical.

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 their 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.

Apart from the regular face-to-face classes and offline activities, we will be implementing COIL (Collaborative Online International Learning), an innovative methodology for our course this semester (follow the professor´s instructions).

What is COIL?

Collaborative Online International Learning (COIL) is also known as globally networked learning or virtual exchange.

It's a new teaching and learning paradigm that promotes the development of intercultural competence across shared multicultural learning environments.

It uses Internet-based tools and innovative online pedagogies to foster meaningful exchanges between university-level teachers and students with peers in geographically distant locations and from different language and cultural backgrounds.

Development plan

WEEK	SESSIONS: THURSDAY/FRIDAY	CONTENT	DUE DATE ASSESSED TASKS
1	10-11 February	COURSE PRESENTATION INTRODUCTION: the purpose of writing	
2	17-18 February	WRITING PARAGRAPHS: the sentence/the paragraph Connecting paragraphs/organization	
3	24-25 February	Descriptive Essay	

4	3-4 March	Descriptive Essay	
5	10-11 March	Narrative essay	**10th March-Descriptive essay-in class (2h)**
6	17-18 March	Narrative essay	
7	24-25 March	Argumentative essay	**24th March - Narrative Essay-in class (2h)**
8	31 March-1April	Argumentative Essay	
9	07-08 April	Argumentative vs. Expository essay	
	11-18 April	***EASTER HOLIDAYS***	
10	21-22 April	Summary writing/Note-taking	**21st April-Argumentative essay - in class (2h)**
11	28th April 29th April	***Day off (Festa de l'estudiantat)*** Review writing	
12	05-06 May	Review writing	
13	12-13 May	Oral Presentations-Book Reviews	**Oral Presentations in groups (12-13 May)**
14	19-20 May	Oral Presentations-Book Reviews	**Oral Presentations in groups (19-20 May)**
15	26-27May	General Revision of the content **Final Exam**	**27th May-Final Exam**

Evaluation

The final evaluation includes:

- 45% for writing tasks in class: 3 texts of different genres:

  Descriptive text - 15%;

  Narrative text -15%;

  Argumentative text- 15%

- 25% for a final exam that will be done at the end of the academic period
- Final Project (group work):

  -Oral presentation: Review and reading of a book-20%

  -Participation in COIL project (collaborative online international learning) with international students-10%

DEVELOPING WRITTEN SKILLS IN ENGLISH 2021-22

For this subject it is highly recommended to attend as many class sessions as possible and to have an ACTIVE role in the activities before (eg preparing materials, reading texts, watching videos, participating in discussion activities, etc.) and during class.

- In order to pass the course, the average grade of all evaluation tasks should be <5> or higher.

-Activities not delivered or delivered after the deadline will be graded with a zero (0). A test or continuous assessment activity may only be carried out on a date other than that established in the Teaching Guide when the student proves with documentation and with a margin of 10 days in advance the impossibility of carrying out the test or activity on the date indicated in the Development plan.

-Given that all the tests or evaluation activities have a weight lower than 30% of the final grade, there is no possibility of taking any make-up test if the final grade is Suspended or Not Presented (Suspended / Not Presented).

> - According to art. 3.1 of the UdL assessment regulations, the student <u>cannot use</u>, in any case, means not allowed or <u>fraudulent mechanisms </u>during the process of taking any assessed activity. The student who uses any fraudulent means and/or carries electronic devices not allowed will have to leave the test, and s/he will be subject to the consequences provided in this regulation or in any other internal regulations of the UdL.
> - Any activity that includes evidence of <u>plagiarism </u>or fraudulent action will be qualified with a <u>zero</u>. If such practice is <u>repeated</u>, the student would obtain the final qualification of <u>SUSPENS</u> (0) in the final "acta" of the subject.
> - **Alternative assessment:** Students' assessment is continuous.
> **Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's office(Secretaria de la Facultat de Lletres).**

Bibliography

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