



Universitat de Lleida

# DEGREE CURRICULUM **DEVELOPING WRITTEN SKILLS IN ENGLISH**

Coordination: FRUMUSELU , ANCA DANIELA

Academic year 2023-24

## 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	FOREIGN LANGUAGES AND LITERATURES			
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: 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's supervision (discussions, seminars or tutorials, resolution of doubts, etc.).			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BOSCH FABREGAS, MARIAZELL EUGENIA	mariazell.bosch@udl.cat	2	By appointment.
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	4	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 and Fridays from 11.00h to 13.00h face-to-face classes in room 2.13.**

## Learning objectives

### Learning outcomes:

- Understand the main ideas of texts on various topics, including complex and abstract 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 a variety of topics, concrete or abstract, including specialised articles.
- Write long, clear, well-structured texts about various 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 aimed at fostering students' responsibility towards their own learning and to enhance motivation in order to acquire the necessary knowledge and skills 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	DUE DATE ASSESSED TASKS & TEACHER
1	8th-9th February	COURSE PRESENTATION INTRODUCTION: the purpose of writing	Anca Frumuselu
2	15th-16th February	WRITING PARAGRAPHS: the sentence/the paragraph Connecting paragraphs/organization	Anca Frumuselu
3	22th-23rd February	Descriptive Essay	Anca Frumuselu
4	29th February-1st March	Descriptive Essay	Anca Frumuselu
5	7th-8th March	Descriptive Essay	<b>7th March</b> <b>Descriptive essay-in class</b> <b>(2h)</b> Anca Frumuselu
6	14th-15th March	Narrative Essay	Anca Frumuselu
7	21st-22nd March	Narrative Essay	<b>21st March</b> <b>Narrative Essay-in class (2h)</b> Anca Frumuselu
	28th-29th March	<b>EASTER HOLIDAYS</b>	
8	04th-05th April	Argumentative Essay	Mariazell Bosch
9	11th-12th April	Argumentative Essay	Mariazell Bosch
10	18th-19st April	Argumentative vs. Expository essay	<b>19th April</b> <b>Argumentative essay - in</b> <b>class (2h)</b> Mariazell Bosch

11	25th April 26th April	<i>Day off (Festa de l'estudiantat)</i> Review writing	Mariazell Bosch
12	02th-03th May	Review writing	<b>3rd May</b> <b>Writing (book review) - in class (2h)</b> Mariazell Bosch
13	09th May 10th May	Oral Presentations-Book Reviews	<b>Oral Presentations in groups (9-10th May)</b> Mariazell Bosch
14	16th-17th May	Oral Presentations-Book Reviews	<b>Oral Presentations in groups (16th-17th May)</b> Mariazell Bosch
15	23th-24th May	General Revision of the content	Mariazell Bosch

## Evaluation

This course is a continuous assessment course.

The final grade is the result of the average grade of the following assessment tasks, divided into four assessment blocks. Failure to submit one or more of the 4 evaluation tasks established in the 4 blocks for the course will result in a FAIL as the final grade, with no possibility of resit.

### **BLOCK 1: writing tasks in class: 3 texts of different genres: 45%**

Descriptive text: 15%; --> **7th March 2024**

Narrative text: 15%; --> **21st March 2024**

Argumentative text: 15% --> **19th April 2024**

### **BLOCK 2: Final exam- subject content 25% --> 31st May 2024**

### **BLOCK 3: Final Project (group work) --> Writing: book review 15% --> 3rd May 2024**

### **BLOCK 4: Oral presentation--> Review and reading of a book 15% --> 9th and 10th May**

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

- To pass the course, the average mark of all the evaluative tasks will be <5> or higher.

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

The tests or evaluation activities of the blocks that have a weight of less than 30% of the final grade, do not have the possibility of taking any recovery test if the final grade is Suspended or Not Presented (Failed / Not Presented). The only block that can be recovered is block 1 if the average of the three tasks does not reach 5 or higher.

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

**Alternative assessment:**

Alternative Evaluation Exam: 31st May 2024

Based on the content of the class units:

**BLOCK 1: Theory-25%**

**BLOCK 2: Text Analysis- 25%**

**BLOCK 3: Writing essays -50% (2 out of the ones studied during the course)**

## Bibliography

- Colonna, Mary and Judith Gilbert. *Reason To Write. Strategies for Success in Academic Writing*. Oxford: Oxford University Press, 2006.
- Evans, Virginia. *Successful Writing*. Berkshire, UK: Express Publishing, 2000.
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- Hewings, Martin. *Grammar in Use With Answers*. Cambridge University Press, 2005.
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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.
- Swan, Michael. *Practical English Usage*. Oxford: Oxford University Press, 2016.
- 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
- Zemach E. Dorothy; Lynn Stafford-Yilmaz. *Writers at Work. The Essay*. Cambridge: Cambridge University Press, 2008.