



Universitat de Lleida

DEGREE CURRICULUM
**WORKSHOP IN ADVANCED
WRITTEN SKILLS IN ENGLISH**

Coordination: PUJOLRAS NOGUER, ESTHER

Academic year 2021-22

Subject's general information

Subject name	WORKSHOP IN ADVANCED WRITTEN SKILLS IN ENGLISH			
Code	101287			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	4	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3.3		2.7
	Number of groups	1		1
Coordination	PUJOLRAS NOGUER, ESTHER			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	22,5 lectures 127,5 independent work			
Important information on data processing	Consult this link for more information.			
Distribution of credits	Theoretical credits: 4 Practical credits: 2			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAIGET BONANY, ESTER	ester.baiget@udl.cat	3	
PUJOLRAS NOGUER, ESTHER	esther.pujolras@udl.cat	3	

Subject's extra information

Workshop in Advanced Written Skills in English is a practice-oriented subject which will explore the different phases involved in the writing of an academic text belonging to the field of literature and cultural studies. The course aims at offering students the required tools to produce a literature and/or cultural studies BA Thesis (TFG). From a practical perspective, the course will analyze the different stages that configure the writing of an academic text, from stating the purpose of the essay, defining the topic and/or key terms, assigning a title, organizing chapters, to finding bibliographical sources and editing the final version. These actions are closely associated with a correct use of academic language, paying special attention to the cohesion and strength of the arguments put forward.

Learning objectives

Provide students with the required skills to produce an academic text belonging to the field of literature and cultural studies, in general, and a literature and/or cultural studies BA Thesis, specifically.

Competences

General Competences

CG3 Show creativity and initiative

CG9 Show motivation towards quality and accuracy

CG12 Plan and organize academic work

Specific Competences

CE1 Be able to write in English correctly and efficiently in quotidian situations as well as in academic and professional environments

CE2 Be able to speak in English correctly and fluently in academic and professional settings as well as quotidian situations

Transversal Competences

CT6 Apply a gender perspective to tasks related to a specific professional setting

Specific Competences related to the subject "Workshop in Advanced Written Skills in English"

To be able to produce high quality work in an academic setting

To plan and organize academic work from the field of literature and cultural studies

To write in English at a proficient level and to be able to communicate effortlessly in academic settings

To present a research paper from the field of literature and/or cultural studies with a high degree of correction, efficiency and competence..

Subject contents

Unit 0. Stating the Ground. What Is Academic Writing? The Macro-Structure.

Unit 1. Beginnings. Title; Abstract; Keywords

Unit 2. Developing Critical Thinking

Unit 3. Selecting Relevant Sources. Reference List & Annotated Bibliography

Unit 4. Structuring Your Work: Body Chapters; Introduction; Conclusion

Unit 5. Devising and Academic Written Proposal

Methodology

This subject foments group and classroom work. Individual tasks will complement group and classroom work. Class attendance and active participation are two key aspects of the methodology used.

Lectures will be in-person.

It is paramount for students to attend the weekly face-to-face sessions having read all the texts set up by the teachers so as to guarantee participative, dynamic and fruitful sessions

Development plan

Module 1. Prof. Esther Pujolràs

The development plan for Module 2 (Prof. Ester Baiget), corresponding to Units 3-5 will be made available to students on week 8.

Week 1 7-8 Feb.	Unit 0. Stating the Ground. What Is "Academic Writing"? Objective: Focus & The Macro-Structure Material: (1) Robert S. Pirsig, <i>Zen and the Art of Motorcycle Maintenance</i> ; (2) Academic Articles
Week 2 14-15 Feb.	Unit 1. Beginnings. Title; Abstract; Keywords. Objective: Identifying Research Questions & Thesis Statements Material: (1) Abstract Samples 1; (2) Abstract Samples 2

<p>Week 3 21-22 Feb.</p>	<p>Unit 1. Beginnings. Title; Abstract; Keywords. Objective: Creating Research Questions & Thesis Statements Material: (1) “Rafaela Who Drinks Coconut and Papaya Juice on Tuesdays”, Sandra Cisneros; (2) Poems</p> <p>Assignment 1. Professional Abstract. [“The Guest”, Leena Dhingra]. Deadline: 2 March</p>
<p>Week 4 28 Feb. – 1 March</p>	<p>Unit 2. Developing Critical Thinking (I). What Makes a Good Article. Objective: Find out what makes a good academic article. Material: “Masculinity and Gossip in Anne Brontë’s <i>Tenants</i>” (Joshi Priti). Source text: <i>The Tenant of Wildfell Hall</i>, Anne Brontë.</p>
<p>Week 5 7-8 March</p>	<p>Unit 2. Developing Critical Thinking (II). Controversial Articles. Objective: Learn about the art of reviewing & introduction to controversial articles. Material: (1) “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i>” (Chinua Achebe); (2) Critical Responses to Achebe’s controversial article: “Out of Africa” (Caryl Phillips) & “Two Visions in Heart of Darkness” (Edward Said)</p>
<p>Week 6 14-15 March</p>	<p>Unit 2. Developing Critical Thinking (III). Academic Blogs. Objective: See how academic life (and thinking) has entered the digital age via blogs. Material: (1) Blog Posts from “The Joys of Teaching Literature” (Sara Martín)</p> <p>Assignment 2. Blog Post + Reply to Blog Post. Deadline: 28 March</p>
<p>Week 7 21-22 March</p>	<p>Unit 2. Developing Critical Thinking (IV). Newspaper Article. Objective: Acknowledge the critical academic stance of newspaper articles on contemporary TV series. Material: (1) newspaper articles on TV series (<i>The Derry Girls</i>; <i>Sex Education</i>; <i>Seven Seconds</i>)</p> <p>Assignment 3. Write a newspaper article. Group Work. Deadline: 11 April</p>
<p>Week 8 28 March</p>	<p>Rounding up Session</p>

Evaluation

Module 1.

Abstract: 10%

Blog Entry: 15%

Newspaper article: 15%

Class: 10%

Module 2.

Bibliography 10%

Research proposal 15%

Oral presentation of the research proposal 15%

Class 10%

Bibliography

Bibliografia i recursos d'informació

Bailey, S. *Academic Writing: A Handbook for International Students*. London and New York: Routledge, 2014.

Ellison, C. *McGraw-Hill's Concise Guide to Writing Research Papers Carol Ellison*. Chicago: McGraw-Hill Education, 2010.

Heller, Monica, Pietikäinen, Sara and Joan Pujolar. *Critical Sociolinguistic Research Methods. Studying Language Issues that Matter*. New York and London: Routledge.

Hyland, Ken. *Disciplinary Discourses: Social Interactions in Writing*. Harlow: Longman, 2000.

Salager-Meyer, Françoise and Beverly A. Lewin (eds.). *Crossed Words: Criticism in Scholarly Writing*. Bern: Peter Lang, 2011.

Swales, John M. and Christine B. Feak. *Academic Writing for Graduate Students, 3rd Edition. Essential Tasks and Skills*. Ann Arbor, Michigan: Michigan University Press, 2019.

Wallwork, A. *English for Writing Research Papers*. Berlin: Springer, 2011.

The University of Manchester Phrasebank. <http://www.phrasebank.manchester.ac.uk/>

University of Toronto Writing Advice <https://advice.writing.utoronto.ca/>