

Use of English: advanced written skills**2015/2016**

Code: 100232

ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	3	1
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)

Teachers

Elisabet Pladevall Ballester

Prerequisites

The students' level of English should be between C1 (advanced) and C2 (proficiency) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. With a C1 level the student can understand a vast amount of long and complex texts, and can infer the implicit meaning; s/he can communicate fluently and spontaneously and use language in an efficient and flexible way for social, academic and professional purposes; s/he can also generate clear, well-structured and detailed texts about complex topics and show a control of structures, connectors and cohesive devices. With a C2 level, the student can understand with little effort everything s/he reads or listens to; S/he can summarise information from different sources, reconstruct facts and arguments and present them in a coherent way; s/he can communicate fluently and with precision, being aware of subtle nuances even in complex situations.

Objectives and Contextualisation

The main objectives of this course are the following:

-Broaden the linguistic and discourse knowledge acquired in the subjects "Ús de la Llengua Anglesa I" "Ús de la Llengua Anglesa II" and implement them to the production of academic texts, in particular, to the writing of a research article.

- Give students the necessary tools to critically analyze and evaluate academic texts, both by the student and other authors, through peer-revision and discussion groups.
- Teach students how to recognise and apply the structure and argumentative style that characterises a research article.
- Deepen on writing, referencing, quoting and editing techniques of articles of an advanced level.
- Focus on the grammatical and linguistic structures that characterise formal and academic registers in English.
- Improve the use of the English language to reach a level of C2.

Skills

English and Catalan

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Respect the diversity and plurality of ideas, people and situations.
- Students have the ability to gather and interpret relevant data (normally within their area of ??study) to issue judgments that include reflection on relevant issues of social, scientific or ethical .
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning outcomes

1. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
2. Communicate in the studied language in oral and written form, properly using vocabulary and grammar.
3. Demonstrate a sound knowledge about the topics related to the study of linguistics.
4. Demonstrate they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
5. Draw up brief argumentative essays in English about non-specialised topics of average difficulty.
6. Effectively express and textual argumentative applying formal procedures and scientific texts.
7. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
8. Produce strategies that help increase and improve mutual respect in multicultural environments.
9. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
10. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.

Content

1. The writing process
 - 1.1. Generating ideas
 - 1.2. Drafting

1.3. Revising and rewriting

1.4. Editing and proofing

2. Accuracy and register in academic writing

2.1. Academic vocabulary and collocations

2.2. Language functions

3. Discursive structures

3.1. Cohesion

3.2. Coherence

3.3. Hedging

3.4. Vagueness and wordiness

3.5. Punctuation

4. Organising a research paper: sections, conventions and writing style

4.1. The linguistics paper

4.2. The literature paper

4.3. Referencing

Methodology

The methodology is based on:

50h autonomous work

50h directed work

25h supervised work

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures	25	1	
Seminars	25	1	
Type: Supervised			
Academic writing exercises	25	1	
Type: Autonomous			
Doing exercises	30	1.2	
Studying	20	0.8	

Evaluation

A més de l'indicat anteriorment respecte a l'avaluació, cal tenir en compte el següent:

- All tasks should be passed in order to pass the course.
- Handing in /Realising 40% of the tasks excludes the possibility of obtaining a *No avaluable* in the course.
- Deadlines should be strictly met and tasks should be typed.
- Only one of the tasks can be reassessed.

-**VERY IMPORTANT:** Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects).
PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

Tentative calendar:

Final exam (40%): Before Christmas

Assignment 1 (15%): End of September

Assignment 2 (25%): End of October

Assignment 3 (20%): End of November

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignment 1	15%	6	0.24	3, 7, 6, 2
Assignment 2	25%	10	0.4	7, 2
Assignment 3	20%	7	0.28	1, 10, 9, 4, 3, 7, 6, 2, 8, 5
Final exam	40%	2	0.08	3, 6, 2

Bibliography

References:

Alonso Alonso, M. Rosa (2009) *Writing for Academic Purposes: A Handbook for Learners of English as a Second Language*. Munich: LINCOM

Barnet, Sylvan and William E. Cain (2011). *A Short Guide to Writing about Literature*. London: Longman.

Booth, Alison and Kelley J. Mays (2012). *The Norton Introduction to Literature Studyplace*. London: Norton & Co.

Jordan, R.R. (1999) *Academic Writing Course: Study Skills in English*. London: Longman.

Hamp-Lions, Liz and Ben Heasley (2006) *Study Writing: A Course in Written English for Academic Purposes*. Cambridge: Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008) *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

Savage, Alice, Patricia Mayer, Masoud Shafiei, Rhonda Liss and Jason Davis (2006) *Effective Academic Writing 1 & 3*. Oxford: Oxford University Press.

Sowton, Chris (2012) *50 Steps to Improving your Academic Writing*. Reading: Garnett Education.

Swales, John M. and Christine B. Feak (1994) *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor: The University of Michigan Press.

Sorenson, S. (2009). *Webster's New World Student Writing Handbook*. Websters New World.

Online resources:

The Norton Introduction to Literature Studyplace:

<http://www.wwnorton.com/college/english/litweb10/writing/welcome.aspx>

The Purdue Online Writing Lab (OWL):

<https://owl.english.purdue.edu/>

UCLA Graduate Writing Center. Writing in the Humanities and Arts:

<http://gsrc.ucla.edu/gwc/resources/writing-in-the-humanities-and-arts.html>

Website for self-study

<http://www.ejerciciodeingles.com/curso-academic-english-ingles-academico/>