

Use of English: advanced written skills

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)
 Some groups entirely in English: Yes
 Some groups entirely in Catalan: No
 Some groups entirely in Spanish: No

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 TFG.

- 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 Studies

- 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.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- 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.

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.

English and Classics

- 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.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- 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.

English and Spanish

- 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.

English and French

- 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.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.

- 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.

Learning outcomes

1. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
2. Drawing up brief argumentative essays in English about non-specialised topics of average difficulty.
3. Show comprehension of a wide variety of non-colloquial auditory material in standard British and American English.
4. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
5. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
6. Summarising in written form the main content of an oral discourse about specialised and non-specialised topics of high level difficulty.
7. Using the English language with the appropriate expression (correctness, fluency, pronunciation, communicative strategies) in formal (presentations, debates, formal interactions) and informal contexts (conversation), with a C2 level.

Content

UNIT 1: Academic writing: Upgrading your English skills

- Main features of academic writing
- Increasing grammar awareness in academic English

UNIT 2: Paragraph writing consolidation

- Thesis statements
- Topic sentences, subtopic sentences and supporting statements
- The use of linkers, connectors and sequencers

UNIT 3: Literature review

- Summarizing, rephrasing and citing: Reporting other's words
- Dealing with plagiarism
- Referencing and bibliography

UNIT 4: TFG structure

- Describing TFG sections
- Writing the abstract
- Introduction to Genre theory (rhetorical moves)

UNIT 5: Objectivity and Subjectivity in academic writing

- Hedges and Boosters, Clarifying and giving examples, Argumentation
- Authorial voice in academic writing

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

- Tasks 1 and 2 and the final exam should be passed in order to pass the course.
- Handing in /Realising 40% of the tasks excludes the possibility of obtaining a *No available* in the course.
- Deadlines should be strictly met and tasks should be typed.

-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.

-Students are required to employ non-sexist language in their written and oral productions. For guidelines on how to do this, they are advised to check the website of the Linguistic Society of America.

PROCEDURE FOR REVIEWING GRADES AWARDED

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

EVALUATION ACTIVITIES EXCLUDED FROM REASSESSMENT

The following activities are not eligible for reassessment: Final exam and Writing exercises.

Students are eligible for reassessment when they have passed 70% of their continuous assessment and have 3,5 or above as an average course mark.

The maximum final mark obtained after reassessment will be a 6.

Tentative calendar:

Final exam (40%): 13th December

Writing exercises (20%): All throughout the semester.

Task 1 (30%): 22nd November

Task 2 (10%): 11th December

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Task 1: Literature Review	30%	11	0.44	5, 4, 1, 6, 7
Final exam	40%	2	0.08	3, 1, 7
Task 2: abstract	10%	5	0.2	1, 2, 6, 7
Writing exercises	20%	7	0.28	1, 2, 6, 7

Bibliography

References:

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

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.

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.

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/>