

**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 Studies	OT	3	1
2501902 English and Catalan Studies	OT	4	1
2501907 English and Classics Studies	OT	3	1
2501907 English and Classics Studies	OT	4	1
2501910 English and Spanish Studies	OT	3	1
2501910 English and Spanish Studies	OT	4	1
2501913 English and French Studies	OT	3	1
2501913 English and French Studies	OT	4	1

### 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

### Teachers

Sonia Oliver Del Olmo

### Prerequisites

The students' level of English should be C2 (proficiency) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. 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.

## Competences

### English Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important 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.

### English and Catalan Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important 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.

### English and Classics Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important 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.

#### English and Spanish Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important 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.

#### English and French Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important 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. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
2. Demonstrate sound knowledge of the topics within the study of Linguistics.
3. Demonstrate they know English specialised and non-specialised texts of high difficulty level.
4. Demonstrating 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. Drawing up brief argumentative essays in English about non-specialised topics of average difficulty.
7. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
8. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
9. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
10. Summarising in written form the main content of an oral discourse about specialised and non-specialised topics of high level difficulty.
11. Summarize in written form the main content of an english oral discourse about non-specialised topics of average level difficulty.

12. Use 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.
13. 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.
14. 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: Background and Basics of Advanced Academic Writing

- Introduction to the main theories
- Introduction to practical writing tools
- Main features of academic writing
- Increasing grammar awareness in academic English

### UNIT 2: Finding Your Voice in Academic Writing

- Thesis statements
- Topic sentences, subtopic sentences and supporting statements
- Paragraph structure
- Text structure, flow and cohesion

### UNIT 3: Reading Critically to Write Critically

- Summarizing, rephrasing and citing: Reporting other's words
- Synthesizing multiple sources and viewpoints
- Critical reading
- Writing a review

### UNIT 4: Beginings and Endings

- Abstracts
- Introductions
- Discussions
- Conclusions

### UNIT 5: Zooming In and Out; From the Details to the Bigger Picture

- Editing
- Referencing
- Style Guides
- Rhetorical moves
- Genre and Discourse Analysis

## Methodology

*The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.*

The methodology is based on:

50h autonomous work

50h directed work

25h supervised work

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	25	1	4, 3, 8, 9, 1, 6, 11, 10, 14, 13
Seminars	25	1	3, 8, 9, 7, 1, 5, 11, 14
Type: Supervised			
Academic writing exercises	25	1	3, 8, 9, 7, 1, 6, 5, 11, 10, 13, 12
Type: Autonomous			
Doing exercises	30	1.2	3, 8, 5, 11, 10, 12, 13
Studying	20	0.8	4, 3, 8, 9, 7, 1, 6, 11, 10, 14, 13, 12

## Assessment

**-VERY IMPORTANT:** Plagiarism will immediately result in a FAIL (0) for the plagiarised exercise or the WHOLE SUBJECT (if plagiarism is repeated). 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 use; they must also be responsible for the originality and authenticity of their own texts.

-In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

-Students are required to use gender-neutral language in their written and oral productions.

-Handing in/Realising 40% of the tasks excludes the possibility of obtaining a *No evaluable* in the course.

-All deadlines are to be respected and late submissions will be penalized.

-All assignments must be handed in typed and printed as well as uploaded to the Moodle.

- In order to pass the course the student must score at least a 5 on the exam and the literature review.

### PROCEDURE FOR REVIEWING GRADES AWARDED

On carrying out each evaluation activity, lecturers will inform students 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: Writing exercises.

Students are eligible for reassessment when they have handed in 75% of their continuous assessment and have attained between 3.5-4.9 on the final exam and/or 3.5-4.9 on the literature review. The student can then reassess the failed item. If a student receives lower than a 3.5 on either the exam or literature review they cannot reassess that item.

The maximum final mark obtained after reassessment is a 6.

Tentative calendar:

Final Exam (40%): January 2023

Writing exercises (30%): All throughout the semester

Literature Review (30%): November 2022

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final Exam	40%	2	0.08	4, 3, 8, 9, 14, 13, 12
Literature Review	30%	11	0.44	4, 3, 2, 8, 9, 7, 5, 11, 10, 14, 13, 12
Writing exercises	30%	12	0.48	4, 9, 7, 1, 6, 10, 14

## Bibliography

References:

Gee, James, P. (2004). *An Introduction to Discourse Analysis: Theory and Method* (2nd ed.). London: Routledge. <https://doi.org/10.4324/9780203005675>

Hyland, Ken. (2011). Academic discourse. In *Continuum companion to discourse analysis*. Hyland, Ken. and Paltridge, Brian. (eds). 171-184

Lillis, Theresa, & Curry, Mary Jane. (2010). *Academic writing in global context*. London: Routledge. [https://scholar.google.com/scholar?cluster=6341682115486604553&hl=en&as\\_sdt=0,5](https://scholar.google.com/scholar?cluster=6341682115486604553&hl=en&as_sdt=0,5)

Oshima, Alice & Hogue, Ann. (2007). *Introduction to academic writing*. New York: Pearson/Longman.

Swales, John. M., & Feak, Christine. B. (1994). *Academic writing for graduate students*. University of Michigan Press.

Sword, Helen. (2012). *Stylish academic writing*. London: Harvard University Press.

<https://advice.writing.utoronto.ca/>

<https://www.phrasebank.manchester.ac.uk/>

## Software

Not applicable.