

## Writing and Reading for Academic Purposes I

Code: 106287  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
English Studies	FB	1
English and Catalan Studies	FB	1
English and Spanish Studies	FB	1
English and French Studies	FB	1
English and Classics Studies	FB	1

## Contact

Name: Jennifer Rose Ament

Email: jenniferrose.ament@uab.cat

## Teachers

Jennifer Rose Ament

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

A CEFR C1 level of general English is required to be able to optimally follow the course.

## Objectives and Contextualisation

"Writing and Reading for Academic Purposes I" is part of the subject "Academic Skills in English", along with "Speaking and Listening for Academic Purposes I", "Speaking and Listening for Academic Purposes II", "Writing and Reading for Academic Purposes II" and "Seminar on Advanced oral and written expression in English".

The main purpose of this course is to equip students entering the BA in English Studies with consolidated C1 level of English. Specifically, we target the linguistic and communicative tools needed to successfully follow the degree program. This is a foundational course, focused on developing students' formal academic written skills. A starting point of C1 level of English (CEFR) is assumed.

## Specific course objectives

At the end of the course students should:

- Have a consolidated instrumental and academic use of the English language to a C1 level in order to later be able to succeed in attaining the core knowledge which constitutes the curriculum of the "Use of the Language" module.
- Produce argumentative texts of around 400 words that are formally well structured, linguistically correct, and have a depth of content appropriate to higher education.
- Understand authentic written materials from the fields of the Humanities and the Social Sciences.
- Reading for gist, reading in detail, close reading and critical reading.
- Identifying author's stance, argumentation, claims and evidence.

## Competences

### English Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- 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.
- Understand and produce written and spoken academic texts in English at an advanced proficient-user level (C1).
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

### English and Catalan Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Make correct use of written and spoken English for academic or professional purposes, related to the study of language, history, culture and literature.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

### English and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

### English and French Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

#### English and Classics Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use written and spoken English correctly for academic and professional purposes related to the study of English linguistics, history, culture, and literature.

## Learning Outcomes

1. Express oneself fluently, correctly, appropriately and effectively, both orally and in writing, in an academic environment.
2. Express oneself in English orally and in writing in a formal register and using the appropriate terminology in relation to the characterisation of academic discourse.
3. Modulate written and oral discourse in order to express oneself respectfully and ethically in a context of academic interaction.
4. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
5. Produce academic written and oral speeches at an advanced proficient-user level (C1) and adapting them to the conventions of the different genders.
6. Produce written and oral academic discourses with a fluency and accuracy appropriate at an advanced proficient-user level (C1) and adapting these to the conventions of distinct genres.
7. Produce written and oral academic discourses with a fluency and accuracy appropriate to Advanced User level (C1) and adapt them to the conventions of distinct genres.
8. Produce written and oral academic discourses with a fluency and accuracy appropriate to proficient-user level (C1) and higher-proficient-user level (C2) and adapting these to the conventions of distinct genres.
9. Produce written and oral academic discourses with a fluency in English at an advanced proficient-user level (C1) and adapting these to the conventions of distinct genres.
10. Understand written and oral academic discourse in the field of human and social sciences at an advanced proficient-user level (C1).
11. Understand written and oral academic discourse in the field of humanities and social sciences at Advanced User level (C1).
12. Understand written and oral academic discourse in the field of humanities and social sciences at an advanced proficient-user level (C1).
13. Understand written and oral academic discourse in the field of humanities and social sciences at proficient-user level (C1) and higher-proficient-user level (C2).
14. Understand written and oral academic discourse in the field of humanities and social sciences in English at an advanced proficient-user level (C1).
15. Use appropriate metalanguage to describe the knowledge acquired in relation to the subject.

## Content

The focus of this course is on written skills (reading and writing). In addition, relevant grammatical structures and lexis of a C1 level belonging to the formal and academic registers will be examined and discussed, either in class or independently, through assigned self-study materials.

1. Characteristics of written academic discourse. Conventions, style and structure of formal academic texts in English. Academic English writing.
2. The writing process. Brainstorming and generating ideas. The paragraph. Types of paragraphs. Building an argument and supporting ideas. The writing of argumentative essays of 400 words that are formally well structured, linguistically correct, and have a depth of content appropriate to higher education.
3. Coherence and cohesion in discourse. Sentence fragments. Run-on sentences. Parallel structures. Agreement. Punctuation.
4. Reading academic texts in Humanities (Linguistics and Literature). Identify main and secondary ideas. Reading for gist and reading for detail. Identifying writer's stance. Hedging. Textual analysis.
5. Identify and follow the author's argumentation. Practice critical reflection of academic texts.
6. Citing and referencing. MLA and APA style. Plagiarism. Appropriate use of AI tools.
7. Gender-neutral language.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Guided exercises	60	2.4	2, 3, 4, 15
Type: Supervised			
Supervised work	15	0.6	2, 3, 4, 15
Type: Autonomous			
Self-study. Exercises and assignments. Use of ICTs	50	2	2, 3, 4, 15

The methodology will be based on the following activities:

- Teacher-led activities (33%)
- Supervised activities (10%)
- Self-study and Student led activities (40%)
- Assessment activities (17%)

### Teacher-led activities (Theoretical and practical classes)

- Lectures using ICTs and group discussions.
- Practical activities in groups or pairs.
- In-class receptive and productive skills practice.

### Self-study and student-led activities

- Language practice with the course books and other reference books.
- Completing reading activities.
- Writing argumentative essays.
- Participation in the reading circles.
- Practice with ICTs and Moodle.

### Assessment tasks

- Grammar and vocabulary test
- Academic reading circles
- Reading midterm
- Final reading exam
- Final writing exam

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Academic reading circles	8%	5.5	0.22	13, 11, 14, 1, 2, 3, 4, 9, 8, 7, 15
Continuous assessment	27%	10	0.4	13, 11, 10, 12, 14, 2, 3, 4, 9, 8, 7, 15
Grammar and Vocabulary test (Self-study)	5%	3.5	0.14	2, 4, 15
Written exam 1	30%	3	0.12	13, 11, 10, 12, 14, 2, 9, 5, 8, 7, 6, 15
Written exam 2	30%	3	0.12	2, 3, 4, 9, 8, 7, 15

- Continuous assessment: 40%
- Final Exam 1 (Reading and Use of English): 30%
- Final Exam 2 (Writing): 30%

Please take note of the following criteria that will be applied to this course:

The exact dates of the assessment activities will be announced at the beginning of the course through the calendar published on the class Moodle.

- Any non-submitted assignments will be graded as 0.
- A student will receive a grade of "Not assessable/not submitted" if they have not submitted more than 30% of the assessment activities.
- To calculate the final average, students must obtain a minimum score of 4.5 in each part of the final exam.
- Only if the student passes both final exams and has attended and participated in at least 80% of the classes and classroom activities will the average grade be calculated, including the continuous assessment marks.
- Students are only eligible to take the final exams if they have submitted at least 30% of the continuous assessment activities.

To pass the course, students must:

- Pass both final exams with a minimum of 50%.
- Achieve a final average grade for the course (considering all assessment activities) equal to or higher than 50%.

Due to the practical nature of this course, students must attend and participate in at least 80% of all training activities (comments, tests, homework, reading circles, attendance, classroom participation, etc.) to be assessed for the 30% of the grade related to practical activities derived directly from in-class work.

The schedule for assessment tasks and exams cannot be modified, except in exceptional and justified cases. Erasmus students or any exchange students requesting to take an exam earlier or change an assessment date must present a written document from their home university justifying the request.

#### Single Assessment

This course does not allow for a single-assessment (final evaluation-only) option.

#### Reassessment:

- Only the final exams can be reassessed, and only if the original score is  $\geq 35\%$  and  $< 50\%$ .
- If more than one part of the final exam is not passed (with scores between 3.5 and 4.5), the student may only retake ONE of them.
- The maximum grade that can be obtained in a resit exam is a pass (5).

#### Assessment activities excluded from reassessment:

Continuous assessment activities cannot be retaken. These include:

- Written exercises, reading exam, grammar and vocabulary exam, reading circles and other homework assignments.

#### Grade Review Procedure

At the time each assessment activity takes place, the instructor will inform students (via Moodle) about the procedure and date for reviewing grades.

#### **VERY IMPORTANT:**

- If a student commits any irregularity that could lead to a significant change in the grade of an assessment task, that task will be graded with a 0, regardless of any disciplinary proceedings that may follow. If multiple irregularities occur within the assessments for a single course, the final grade for that course will be 0.
- Irregularities include, for example, cheating on an exam, copying from sources without proper attribution, or improper use of AI, such as submitting a work as original when it was generated by an AI tool or program. These assessment activities cannot be reassessed.
- ***This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated or modified using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.***

## **Bibliography**

### Course Text Books

Kennedy-Scanlon, Michael, Juli Cebrian & John Bradbury (2009) *Guided Error Correction: Exercises for Spanish-Speaking Students of English. C1 Level, Book 1*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

McCarthy, Michael & Felicity O'Dell (2016) *Academic Vocabulary in Use* (2nd ed.). Cambridge: Cambridge University Press.

Paterson, Ken & Roberta Wedge (2013) *Grammar for English for Academic Purposes Student's Book with Key: English grammar and practice for Academic Purposes*. Oxford: Oxford University Press.

Ebook:

[https://www.ebooks.com/en-es/book/209894832/oxford-grammar-for-eap/ken-paterson/?\\_c=1](https://www.ebooks.com/en-es/book/209894832/oxford-grammar-for-eap/ken-paterson/?_c=1)

[https://play.google.com/store/books/details/Ken\\_Paterson\\_Oxford\\_Grammar\\_for\\_EAP?id=5Ne\\_DwAAQBAJ&pli=1](https://play.google.com/store/books/details/Ken_Paterson_Oxford_Grammar_for_EAP?id=5Ne_DwAAQBAJ&pli=1)

## Additional Recommended Resources

Baker, Lida, Robyn Brinks Lockwood & Kristin Donnalley Sherman (2018) *Grammar for Great Writing*. Boston, MA: National Geographic Learning.

Hewings, Martin. (2023) *Advanced Grammar in Use*. (4th ed.). Cambridge: Cambridge University Press.

Hewings, Martin & Haines, Simon. (2015) *Grammar and Vocabulary for Advanced*. Cambridge: Cambridge University Press.

Powell, Debra. (2005) *Common mistakes at CAE... and how to avoid them*. Cambridge: Cambridge University Press.

## Other Complimentary Resources

Hewings, Martin & Craig Thaine (2012) *Cambridge Academic English. An Integrated Skills Course for EAP*. C1 level. Cambridge: Cambridge University Press.

Kennedy-Scanlon, Michael, Elisabet Pladevall & Juli Cebrian (2012) *Guided Error Correction: Exercises for Spanish-Speaking Students of English. B2 Level*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

Swan, Michael (2016) *Practical English Usage* (4th ed.). Oxford: Oxford University Press.

## Recommended Websites:

### English for Academic Purposes:

<https://www.academic-englishuk.com/>

<https://www.eapfoundation.com/>

### Writing websites:

<https://www.grammarly.com/>

<https://writeandimprove.com/>

<https://owl.purdue.edu/owl/index.html>

<https://owl.excelsior.edu/>

## Online dictionaries

<https://www.ldoceonline.com> (Longman Dictionary of Contemporary English)

<https://www.merriam-webster.com> (Merriam-Webster dictionaries online)

<https://dictionary.cambridge.org> (Cambridge dictionaries online)

<http://www.freecollocation.com> (Oxford Collocations Dictionary for Students of English)

<https://www.lexilogos.com/english/dictionary.htm> (A comprehensive set of resources for the study of the English Language)

## Online Pronunciation Dictionaries

<https://voicecup.com/>

<https://howjsay.com/>

## Other websites of interest

[www.flo-joe.co.uk](http://www.flo-joe.co.uk) (Cambridge official examination practice)

[www.pbs.org](http://www.pbs.org) (American public television. Documentaries. American English)

<https://www.ted.com/talks>

<https://bigthink.com/>

## Software

There is no specific program required.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	first semester	morning-mixed
(PAUL) Classroom practices	2	English	first semester	morning-mixed
(PAUL) Classroom practices	3	English	first semester	morning-mixed
(PAUL) Classroom practices	4	English	first semester	morning-mixed
(PAUL) Classroom practices	5	English	first semester	morning-mixed
(PAUL) Classroom practices	6	English	first semester	morning-mixed