



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412021 **Name:** Advanced English writing

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Mention in English Teaching (Qualifying Program of Teaching English as Second

Language-TESL)

Subject Matter: Mention in English Teaching (Qualifying Program of Teaching English as Second

Language-TESL) **Type:** Elective

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:



Module organization

Mention in English Teaching (Qualifying Program of Teaching English as

Subject Matter	ECTS	Subject	ECTS	Year/semester
Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)	30,00	Advanced English writing	6,00	4/2
		English grammar: English morpho-syntax and semantics (Advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2
		Teaching ESL and children's literature	6,00	3/2

Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a B 1 level of English or higher.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Students analyze and adapt the material used in the English classrooms to optimize the teaching and learning of production and receptive skills.
- R2 Students apply the knowledge of the different skills and make use of different pedagogical resources in practical sessions.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.		X		
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.			X	
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.				X
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			X	
SPECIFIC		Weighting			
		1	2	3	4
ELEX1	To listen to and understand spoken English.				X
ELEX2	To interact in discussions and play a number of roles. To listen to, read and view with understanding, accuracy and critical appreciation a wide range of fiction and non-fiction texts from print, non-print and electronic sources.				X
ELEX3	To communicate clearly, structuring and organizing their speech and adapting it to different situations.	X			



ELEX4 To speak, write and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture. At higher levels of proficiency, pupils will speak and write for academic purposes and creative expression, using language that is inventive and imaginative.				X
ELEX5 To think through, interpret and evaluate fiction and non-fiction texts from print and electronic sources to analyze how language is used to evoke responses and construct meaning, how information is presented, and how different modes of presentation create impact.				X
ELEX7 To know how to apply the legislative framework for multilingual education in Valencia and the programmes that schools develop in the curricular areas to the curriculum of the subjects in Infanti, Primary, Lower and Higher Secondary School and Vocational Training.		X		
ELEX9 Applying CLIL didactic methods or techniques to teach non-linguistic contents, using English as a communicative vehicle for the language within the school linguistic project.		X		
ELEX1(Assessing content, using English as a communicative vehicle for the language within the school linguistic Project.			X	
ELEX12To be acquainted with ICT's applied to active teaching methods.		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1	40,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1	40,00%	Non-final written exams: individual or group directed work.
R1, R2	10,00%	Summative final or continuous oral exam

Observations

Theoretical exam (writing basis + explanatory essay): 5%.

Practical exam (explanatory tasks): 5%.

Team essay project (problem-solution): 15%. Reading and summarizing tasks; brainstorming tasks; essay key element tasks; essay outlining; essay writing revising and editing.

Writing for teachers: 20%. Individually, search for information about how to foster writing skills with Primary students through reasearch articles, review articles, etc. As a group, decide what your Primary students will write (comic, recipe, leaflet, travel poster, poem, etc ...) and plan a series of activities related to the writing you have learned about so far.

Portfolio of written tasks: 20%.

Final exam: 25 %. This requires students to write an essay by which students will fulfil the requirements of R1 and R2.

Class participation: 10%.

Single summative assessment: A student who is unable to attend any of the classes will be allowed to take a single summative assessment that is worth 100% of the final grade for the subject. In order to qualify for this assessment, the student must ask for authorisation from the course professor and supply any relevant documentation within four weeks from the date when the course begins.



CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M4 APPRENTICESHIP CONTRACTS
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING



M10 COOPERATIVE AND COLLABORATIVE WORK





IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M10	R1, R2	25,00	1,00
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M6, M7, M9, M10	R1, R2	45,00	1,80
Supervised monographic sessions with shared participation M2, M3	R1, R2	5,00	0,20
Presentation in plenary. Application of interdisciplinary knowledge M2, M9, M10	R1, R2	5,00	0,20
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M7, M8	R1, R2	5,00	0,20
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M3, M6, M7, M9, M10	R1, R2	15,00	0,60
TOTAL		100,00	4,00



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M6, M7, M9, M10	R1, R2	25,00	1,00
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M3, M6, M8, M9	R1, R2	25,00	1,00
TOTAL		50,00	2,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
ESSAY WRITING BASICS: CONTENTS	<ul style="list-style-type: none">·The paragraph·What is an essay?·Audience and topic·Process
EXPLANATORY ESSAY	<ul style="list-style-type: none">·Brainstorming·Key elements·Ordering ideas·Outlining·Conclusion·Peer feedback·Revising·Editing
PROBLEM-SOLVING ESSAY	<ul style="list-style-type: none">·Brainstorming·Key elements·Ordering Ideas·Introduction·Conclusion·Peer feedback·Revising·Editing·Outlining
WRITING FOR ESL PRIMARY TEACHERS	<ul style="list-style-type: none">·Second language writing by ESL Primary students.·How to foster writing skills in ESL Primary students <ul style="list-style-type: none">·Designing Second Language tasks for ESL primary students
ESSAY WRITING BASICS: LANGUAGE	<ul style="list-style-type: none">·Coordinating sentences·Subordinating sentences·Punctuation



HOW TO DESIGN A PORTFOLIO

·Portfolio structure

Temporary organization of learning:

Block of content	Number of sessions	Hours
ESSAY WRITING BASICS: CONTENTS	15,00	30,00
EXPLANATORY ESSAY	5,00	10,00
PROBLEM-SOLVING ESSAY	5,00	10,00
WRITING FOR ESL PRIMARY TEACHERS	5,00	10,00
ESSAY WRITING BASICS: LANGUAGE	15,00	30,00
HOW TO DESIGN A PORTFOLIO	5,00	10,00



References

Required reading:

Zemach, D.E., & Stafford-Yilmaz, L. (2008). *Writers at work: the essay student's book*. Cambridge: CUP. ISBN: 978-0521693028

Supplementary reading:

Campbell-Howes, K. & Dignall, C. (2012). *Collins English for Life: Writing*. London: Collins.

Chalker, S. (1984). *Current English Grammar*. London: McMillan Publishers.

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Murphy, R. (2007). *Essential Grammar in Use*. (3rd edition). Cambridge: Cambridge University Press.

Palmer, G. (2008). *Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2*. Cambridge: CUP.

Dictionaries:

Cambridge Advanced Learner's Dictionary, 2nd edition (2005). Cambridge: Cambridge University Press.

Collins Cobuild: English Language Dictionary (1987). London: HarperCollins.

Cambridge Word Selector (Inglés-Castellano) (1995). Cambridge: Cambridge University Press.

Longman Dictionary of Contemporary English (2003). Harlow: Longman-Pearson Education Limited.

Longman Advanced (English-Spanish, Español-Inglés) (2003). Madrid: Longman-Pearson Education.

Longman Pronunciation Dictionary, 2nd ed. (2000). Harlow: Longman-Pearson Education Limited.Press.

Webpages and blogs:



Cambridge English Write & Improve:

<http://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>

Cambridge English: Advanced – Writing samples

<http://www.flo-joe.co.uk/cae/students/writing/makeover/archive.htm>

Cambridge English Write & Improve:

<http://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>

Cambridge English: Advanced – Writing samples

<http://www.flo-joe.co.uk/cae/students/writing/makeover/archive.htm>

Grammar for Academic Writing:

http://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf

Using English for Academic Purposes – for students in Higher Education:

<http://www.uefap.com/writing/writfram.htm>

Writing Academic English:

<http://www.fluentu.com/blog/english/writing-academic-english/>