



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162021 **Name:** Advanced English writing

Credits: 6,00 **ECTS Year:** 0, 4 **Semester:** 2

Module: Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter: Oral and Written Communication **Type:** Elective

Field of knowledge: Social and legal sciences

Department: English Language

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

CAOGD	<u>Chiara Tasso</u> (Responsible Lecturer)	chiara.tasso@ucv.es
	<u>Paul Mitchell</u>	paul.mitchell@ucv.es
OEEXTON	<u>Isabel Torrijos Martí</u> (Responsible Lecturer)	isabel.torrijos@ucv.es
OIEXTGO	<u>Chiara Tasso</u> (Responsible Lecturer)	chiara.tasso@ucv.es
OEN5A16	<u>Chiara Tasso</u> (English Responsible Lecturer)	chiara.tasso@ucv.es
OEN5O16	<u>Isabel Torrijos Martí</u> (English Responsible Lecturer)	isabel.torrijos@ucv.es



Module organization

Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter	ECTS	Subject	ECTS	Year/semester
Knowledge of English	12,00	English grammar: English morpho-syntax and semantics (advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3, 4/1
Didactics and Literature	6,00	Teaching of ESL and children's literature	6,00	4/2
Oral and Written Communication	12,00	Advanced English writing	6,00	0, 4/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2

Recommended knowledge

It is recommended that students of this subject have a B1 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
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			X	
CG3 Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				X
CG4 Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.		X		
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.		X		

SPECIFIC	Weighting			
	1	2	3	4
ELEX7 Knowing how to apply the legislative framework for multilingual education in Valencia and the programs that schools develop in the curricular areas to the curriculum of the Subjects in Infant, Primary, Lower and Higher Secondary School, and Vocational Training.		X		
ELEX8 Designing educational processes, 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



ELEX12 Being acquainted with Information and Communication Technology as a teaching tool in CLIL (integrated learning content and language).

X

ELEX14 Using English language, orally and in the written form in an accurate way dealing with language learning situations in multicultural and multilingual contexts.

X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2	30,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2	40,00%	Projects. Development and/or design works.

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%

Important note:

A student who is unable to attend 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.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2	30,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2	40,00%	Projects. Development and/or design works.

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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 | Participatory Master Class |
| M2 | Case Study |
| M4 | Learning Contracts |
| M6 | Problem-based Learning |
| M7 | Cooperative/Collaborative Work |
| M9 | Group and Individual Tutoring |
| M10 | Individual Tutoring |
| M11 | Participatory Master Class |
| M12 | Case Study |



- M16 Learning Contracts
- M17 Problem-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M2, M6, M7, M9	R1, R2	5,00	0,20
Theoretical Class M1, M2, M6, M7	R1, R2	10,00	0,40
Practical Class M1, M2, M6, M7, M9	R1, R2	25,00	1,00
Seminar M2, M6	R1, R2	5,00	0,20
Tutoring M10	R1, R2	10,00	0,40
Evaluation M2, M6	R1, R2	5,00	0,20
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M6, M7	R1, R2	60,00	2,40
Individual work M2, M6	R1, R2	30,00	1,20
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12, M17	R1	10,00	0,40
Practical class (e-learning mode) M12, M17, M18, M20	R1, R2	25,00	1,00
Seminar (e-learning mode) M11, M12, M17	R1, R2	5,00	0,20
Individual tutoring (e-learning mode) M12, M19	R1, R2	15,00	0,60
Evaluation (e-learning mode) M12, M17	R1, R2	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M17, M19	R1, R2	60,00	2,40
Group Work (e-learning mode) M12, M17, M18, M20	R1, R2	5,00	0,20
Discussion Forums (e-learning mode) M12, M17, M18, M20	R1, R2	2,50	0,10
Asynchronous Tutoring (e-learning mode) M12, M17, M19, M20	R1, R2	22,50	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
ESSAY WRITING BASICS: CONTENT	<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· Outlining· Conclusion· Peer feedback· Revising· Editing
WRITING FOR ESL PRIMARY TEACHERS	<ul style="list-style-type: none">·Second language writing by ESL Primary students.·How to foster writing skills with ESL Primary students ·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: CONTENT	5,00	10,00
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	5,00	10,00
HOW TO DESIGN A PORTFOLIO	5,00	10,00



References

Recommended 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/>