



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:

144PA	<u>Chiara Tasso</u> (Responsible Lecturer)	chiara.tasso@ucv.es
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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

B1+ ENGLISH



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 understand the overall meaning, essential information, the main points and the most relevant details in clear, well-organised oral and written texts using standard language on general and current topics, related to their own specialty, or topics of special interest to them.
- R2 Students analyze and adapt the material used in the English classrooms to optimize the teaching and learning of production and receptive skills.
- R3 Students apply the knowledge of the different skills and make use of different pedagogical resources in practical sessions.
- R4 Students produce well-organized oral texts that are appropriate for the interlocutor and their communicative purpose based on the contents tackled in the course.



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
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



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process, using English as a			X
the language within the school linguistic			
methods or techniques to teach non-linguistic		X	
as a communicative vehicle for the language			
ic project.			
English as a communicative vehicle for the			X
l linguistic Project.			
English through other subjects.	X		
's applied to active teaching methods.		X	
in the written form in an accurate way			X
arning situations in multicultural and			
meaning as well as the specific words			X
t are enunciated in standard spoken			
oken exercises that are based on an			X
e and the suprasegmental features of the			



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	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.
	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
	40,00%	Non-final written exams: individual or group directed work.
	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) (Reading and summarizing tasks; brainstorming tasks; essay key element tasks; essay outlining; essay writing revising and editing: 15%

Writing for

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

Portfolio: 20%

Final exam: Essay writing: 25 %

Class participation: 10%



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

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, R3	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, R3	5,00	0,20
Presentation in plenary. Application of interdisciplinary knowledge M2, M9, M10	R1, R2, R3, R4	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	<ul style="list-style-type: none">·The paragraph·What is an essay
EXPLANATORY ESSAY: PART ONE	<ul style="list-style-type: none">·Brainstorming·Key elements· Ordering Ideas· Outlining
PROBLEM-SOLUTION ESSAY:	<ul style="list-style-type: none">·Brainstorming·Key elements· Ordering Ideas· Outlining
WRITING FOR ESL PRIMARY TEACHERS: PART ONE	<ul style="list-style-type: none">·Second language writing in ESL Primary students.



Temporary organization of learning:

Block of content	Number of sessions	Hours
ESSAY WRITING BASICS	15,00	30,00
EXPLANATORY ESSAY: PART ONE	5,00	10,00
PROBLEM-SOLUTION ESSAY:	10,00	20,00
WRITING FOR ESL PRIMARY TEACHERS: PART ONE	20,00	40,00



References

Bibliografía Básica:

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

Bibliografía complementaria:

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.

Diccionarios:

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.

Páginas web y 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/>



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: