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: English Language

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

144PA	Marta Giménez Ortí **(Profesor responsable)**	marta.gimenez@ucv.es
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Module organization

Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)

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 wit- hin the school linguistic project.	**x**		
ELEX10 Assessing content, using English as a communicative vehicle for the language within the school linguistic Project.		**x**	
ELEX12 To be acquainted with ICT's applied to active teaching methods.	**x**		

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Course
guide

Year 2025/2026
1412021 - Advanced English writing

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1	30,00%	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	20,00%	Summative final or continuous oral exam

Observations

EVALUATION:

Asssessment system for students who attend at least 80% of classes:
· Final written task (10%)
· Written and oral projects about education in small groups (40%)
· Written and oral production about different types of texts (30%)
· In-class portfolio (10%)
· Active participation in class (10%)

These assessments fulfil the requirements of R1 and R2.

Asssessment system for students who are unable to attend class or whose attendance is below 80%:
· Final written exam (10%)
· Individual projects (40%)
· Oral test (20%)
· Written tasks on different types of texts (30%)
This single assessment fulfils the requirements of R1 and R2.

USE OF ARTIFICIAL INTELLIGENCE (AI):

Students **may** use AI to:

- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

Citation and acknolwegement criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)

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	5,00	0,20
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	10,00	0,40
Supervised monographic sessions with shared participation M2, M3	R1, R2	25,00	1,00
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	10,00	0,40
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	5,00	0,20
TOTAL		**60,00**	**2,40**

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	60,00	2,40
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	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
EXPLANATORY ESSAY	·How to collect and organize ideas ·The process of writing ·Editing and reivising your writing
PROBLEM BASED LEARNING ON EDUCATION	·Introduction to what problem based learning is ·Guided research on education related problems ·Students' analysis on feasible solutions ·Creation of a problem solution essay as a way to solve the selected problems
WRITING FOR ESL PRIMARY TEACHERS	·Second language writing by ESL Primary students. ·How to foster writing skills in ESL Primary students ·Designing Second Language tasks for ESL primary students
HOW TO DESIGN A PORTFOLIO	·Portfolio structure
LEARNING ABOUT DIFFERENT TYPES OF TEXTS	·Reading and analysis of the main characteristics of different types of texts selected by students ·Group discussion ·Written production

Temporary organization of learning:

Block of content	Number of sessions	Hours
EXPLANATORY ESSAY	6,00	12,00
PROBLEM BASED LEARNING ON EDUCATION	6,00	12,00
WRITING FOR ESL PRIMARY TEACHERS	6,00	12,00
HOW TO DESIGN A PORTFOLIO	6,00	12,00
LEARNING ABOUT DIFFERENT TYPES OF TEXTS	6,00	12,00

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/