



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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

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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

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 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.
- R3 The students perform with correctness, fluency and spontaneity that allows them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding.
- R4 The students are able to use teacher-student classroom language and can conduct of EASL for either nursery or primary pupils.



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
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	



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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	
ELEX6	To interact effectively with people from their own or different cultures.		x	
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	
ELEX10	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, R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3	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).
R3	30,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	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, R3	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) (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%

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
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R1, R2, R3	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3	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, R3	30,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	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, R3	40,00%	Projects. Development and/or design works.

Observations

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 %

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	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, R3	5,00	0,20
Theoretical Class M1, M2, M6, M7	R1	10,00	0,40
Practical Class M1, M2, M6, M7, M9	R1, R2, R3	25,00	1,00
Seminar M2, M6	R1, R3	5,00	0,20
Tutoring M10	R3	10,00	0,40
Evaluation M2, M6	R1, R2, R3	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, R3	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, R3	5,00	0,20
Individual tutoring (e-learning mode) M12, M19	R1, R2, R3	15,00	0,60
Evaluation (e-learning mode) M12, M17	R1, R2, R3	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, R4	60,00	2,40
Group Work (e-learning mode) M12, M17, M18, M20	R1, R2, R3	5,00	0,20
Discussion Forums (e-learning mode) M12, M17, M18, M20	R1, R2, R3	2,50	0,10
Asynchronous Tutoring (e-learning mode) M12, M17, M19, M20	R1, R2, R3	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 PART ONE: CONTENT

- The paragraph
- What is an essay?

ESSAY WRITING BASICS PART ONE: LANGUAGE

- Coordinating sentences

ESSAY WRITING LANGUAGE : PART TWO

- Subordinating sentences
- Punctuation

EXPLANATORY ESSAY: PART ONE

- Brainstorming
- Key elements
- Ordering Ideas
- Outlining

ESSAY WRITING BASIC :PART TWO

- Audience and topic
- Process

EXPLANATORY ESSAY: PART TWO

- Introduction
- Conclusion
- Peer feedback
- Revising
- Editing



Temporary organization of learning:

Block of content	Number of sessions	Hours
ESSAY WRITING BASICS PART ONE: CONTENT	5,00	10,00
ESSAY WRITING BASICS PART ONE: LANGUAGE	5,00	10,00
ESSAY WRITING LANGUAGE : PART TWO	5,00	10,00
EXPLANATORY ESSAY: PART ONE	5,00	10,00
ESSAY WRITING BASIC :PART TWO	5,00	10,00
EXPLANATORY ESSAY: PART TWO	5,00	10,00



References

BASIC REFERENCES

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:

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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:



ONLINE 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: