



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:

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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

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	10,00%	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	60,00%	Projects. Development and/or design works.

Observations

EVALUATION:

Assessment 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.

Assessment 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 acknowledgement 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.)

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	10,00%	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 60,00% Projects. Development and/or design works.

Observations

EVALUATION:

Assessment 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%)
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Assessment 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 acknowledgement 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	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
Explanatory Essay	How to write an explanatory essay: getting ideas and writing process analysis.
Problem based problem learning and writing	A problem based learning approach to analyse problems connected to education. Students will choose the problem they want to tackle and will look for feasible solutions. After that, they will write a problem-solution essay.
Writing for teachers	A guided reasearch on how to foster wrting skills in pre-primary or primary students. Design of a learning situation and creation of materials to be presented to the class.
Project on how to write different types of texts	Students will learn how to write different types of text and afterwards how to teach them to their students.
Portfolio	How to design a portfolio



Temporary organization of learning:

Block of content	Number of sessions	Hours
Explanatory Essay	6,00	12,00
Problem based problem learning and writing	6,00	12,00
Writing for teachers	6,00	12,00
Project on how to write different types of texts	6,00	12,00
Portfolio	6,00	12,00



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.

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/>