

Academic Year/course: 2022/23

143399 - Writing Skills

Information of the program

Study: 14302 - Bachelor's Degree in Modern Language and Management

Academic year: 2022/23

Subject: 143399 - Writing Skills

Teaching period: First semester

Year: 3

Type: Compulsory

ECTS Credits: 6.0

Justification

This course contributes to the consolidation of the students' academic-professional profile by helping them to improve their writing skills in both discipline-specific and research skills contexts. It aims at providing students a thorough understanding of the professional activities they will embark after graduation. The course teaches undergraduates of the importance of using proper academic writing and offers them practical suggestions about how to acquire the key skills. The texts students will be reading and working on present them with adequate models to follow but also with significant intellectual and ethical challenges that they will need to deal with in their own writing. The course is mostly practical in nature since it relies on the students' regular submission of writing tasks and their constant improvement thanks to the feedback received from the teachers and their own (and their peers') analysis and revision of the work.

The main aim of this course is threefold: to learn to revise one's own written production so as to achieve a high degree of excellence, to improve their general communicative skills in English and show them the importance of accuracy, organization, coherence, originality, and persuasiveness, and to participate and collaborate in collective tasks in order to increase mutual understanding and trust. This will also contribute to create a good work atmosphere in the group.

Prerequisites

Students are expected to have an excellent command of the English language (B2/C1 or similar) and a well-consolidated knowledge of English for Communication Purposes (oral and written).

Subject competencies

A) Generic competences:

Team Work (level I): To actively participate and cooperate in the activities assigned to the team.

Learning outcomes: Students

- Carry out the assigned team work always meeting the given deadlines.
- Collaborate in defining, organizing and distributing group tasks.
- Take into account their peers' points of view and provide constructive feedback.

Orientation to Quality (level II): To systematically improve one's own performance.

Learning outcomes: Students

- are methodical in their approach to work.
- are result-orientated.

B) Specific competence:

English Language (3.3)

To write clear, well-structured texts of diverse degrees of complexity and length, showing adequate use of organizational patterns, connectors, and cohesive devices.

Learning outcomes: students

- students produce texts showing command of the appropriate language structures, organizational and cohesive patterns.
- use information from various sources to write summaries or support their arguments and ideas in essays.
- produce essays that are detailed and well-structured, using a style appropriate to the communicative intention and to the given audience, and making use of the most convenient resources.

Course content

1. The purpose of writing.
2. The process of organizing texts.
3. Writing types.
4. The writing process: hands on.
5. Professional writing.

Teaching/learning strategy, assessment system and materials

Instructor: Irene Barberia Aurrekoetxea	GROUP: 10 - English
Strategies for teaching and learning	
<p>In order to acquire and develop the above-mentioned competences, the following teaching-learning techniques will be used:</p> <ul style="list-style-type: none">- Close reading of scholarly and multidisciplinary texts and follow-up discussions of the structural elements and the contents therein represented. Text typologies.- Exploring different writing techniques and the kind of demands they make on the writer in terms of: sources, aims, methods, tone, organization of materials, etc.- Finding and researching autonomously alternative topics related to the readings.- Analysis of different samples or text models from different disciplines, especially business oriented models..- Considering the value and adequacy of the sources and resources to be used.- Preparing the diverse writing assignments on themes that will be previously brought to class.- Re-writing, summarizing, responding to, contesting, elaborating on specific texts.- Revision and editing exercises. Assessing and offering feedback to others' work. <p>The time to be spent on the subject (6 ECTS: 150 hours) during the term will be distributed as follows:</p> <ul style="list-style-type: none">- Time in the classroom: 50 hours+ Expository lectures, follow-up discussions, and assignments: 15 hours+ Writing exercises, revision exercises, feedback, draft revisions: 20 hours+ Work on team project, presentations, final exam: 15 hours- Time outside the classroom: 100 hours<ul style="list-style-type: none">+ Reading of assigned texts and other materials: 26 hours+ Writing assignments, work on portfolio, feedback revision: 52 hours+ Preparing portfolio project: 16 hours+ Studying for final exam: 6 hours.	
System of evaluation	
<p>The assessment of the students' work will be progressive and formative. Students will occasionally be asked to evaluate their own work or that of their peers. The final assessment will include the following components:</p> <p>Generic Competences: 50%:</p>	

Specific Competence: 50%

- In-class participation, exercises, written tasks, revisions: 10 %
- Portfolio: 40 %
- Results of in class exams: 50 %

The same criteria are valid for the extraordinary call.

N.B. Students will only get credit for this course if: a) they sit for the two tests on the appointed day, turn in their homework whenever required to do so, b) participate and contribute to their portfolio project, and c) receive a passing mark in the two exams.

Readings

OSHIMA, Alice and Ann HOGUE (2006). *Writing Academic English*. 4th Edition. London: Longman (Academic Writing Series).

BOURDIEU, P. et al. (1994). *Academic Discourse: Linguistic Misunderstanding and Professional Power*. Trans. R. Teese. Stanford, CA: Stanford University Press.

CANAGARAJAH, A.S. (2002). *Critical Academic Writing and Multilingual Students*. Ann Arbor: The University of Michigan Press.

COFFIN, C. et al. (2003). *Teaching Academic Writing. A Toolkit for Higher Education*. London & New York: Routledge.

CUSHMAN, E. et al. (2000). *Literacy: A Critical Sourcebook*. Boston and New York: Bedford / St. Martin's.

GRAFF, G. and C. BIRKSTEIN (2006). "They Say / I Say": *The Moves that Matter in Academic Writing*. New York and London: WW Norton and Co.

OLIVE, T. and C.M. LEVY (2002). *Contemporary Tools and Techniques for Studying Writing*. Dordrecht, Boston & London: Kluwer Academic Publishers.