



Universidad  
de Alcalá

# Inglés Académico // Academic English

**Grados en *Estudios Ingleses y  
Lenguas Modernas y Traducción*  
Universidad de Alcalá**

**Curso Académico 2018/2019**  
**Primer Curso – Segundo Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	Inglés Académico // Academic English
Código:	251008 (EEII y LLMMYT en Alcalá) / 440008 (LLMMYT en Guadalajara)
Titulación en la que se imparte:	<i>Estudios Ingleses y Lenguas Modernas y Traducción</i>
Departamento y Área de Conocimiento:	Filología Moderna; Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	6
Curso y cuatrimestre:	<b>Primer curso; segundo cuatrimestre</b>
Profesorado:	<p><i>Estudios Ingleses:</i> Carmen Flys Junquera y Fernando Castanedo Arriandiaga</p> <p><i>Lenguas Modernas y Traducción (Alcalá):</i> Fernando Castanedo Arriandiaga</p> <p><i>Lenguas Modernas y Traducción (Guadalajara):</i> Bruno Echauri Galván y Silvia García Hernández</p>
Horario de Tutoría:	<b>Por determinar</b>
Idioma en el que se imparte:	Inglés

### 1. COURSE DESCRIPTION

This course will focus on two essential skills in academic English: writing essays and making oral presentations which effectively communicate ideas and meet the cultural expectations of an English-speaking academic audience. Both public speaking and written academic discourse are essentially "learned behaviors"; therefore, the conventions that govern these skills must also be taught in order to enable students to understand oral and written texts and generate effective presentations and pieces of writing to communicate their ideas. Furthermore, not only students, but most professionals are judged primarily by their competence in these skills (examinations,

translations, projects, proposals, research, publications, etc.) so the need to master them is essential.

## **COURSE SUMMARY**

The course will cover basic composition skills, such as pre-writing exercises, organizing paragraphs and essays of different types of academic prose, using supporting arguments convincingly, using and citing sources and revising rough drafts. Recognizing the argumentative strategies of a written text, its structure and purpose, the author's style and the intention of the text are essential skills for using written sources and will be practiced. Likewise, the course will introduce concepts of public speaking and oral presentations, including audience awareness, performance anxiety, delivery, and the use of visual aids.

### **Prerequisites and recommendations:**

Since all activities are conducted in English, the course assumes a good working knowledge of English (Common European Framework level B1.2 or higher) upon entering the course.

## **2. OBJECTIVES**

### **Generic Competences:**

1. To develop and articulate independent and critical thinking based on supporting evidence.
2. To show audience awareness and respect for cultural diversity and different opinions as well as valuing academic honesty.
3. To use bibliographic and specialized sources efficiently and correctly.
4. To demonstrate the ability to understand, both orally and in writing, argumentative speeches and texts at the B2 level of the European Framework for Languages.
5. To demonstrate the ability to express oneself, both orally and in writing, clearly and correctly, being able to defend an opinion at the B2 level of the European Framework for Languages.
6. To develop the capacities for self-assessment, self-improvement and team work.

### **Specific Competences:**

1. To acquire the basic conventions of academic writing and speaking in public.
2. To recognize different argumentative strategies, which convey ideas effectively, both orally and in writing.
3. To develop descriptive and analytical skills in listening and reading complex texts.
4. To demonstrate the capacity to summarize, synthesize, communicate and interpret information, constructing logical arguments with convincing support.

5. To develop a coherent argumentative strategy, according to the purpose and audience, and carry it through effectively, both orally and in writing, at the B2 level of the European Framework for Languages.

### 3. COURSE CONTENTS

Course Contents	Schedule:
Generating ideas and pre-writing techniques. Outlining. Academic writing conventions. Paragraphs: patterns of organization and types of paragraphs. Paraphrasing and summarizing. Revising, editing and re-writing.	4 weeks
Choosing supporting material; techniques of support. How to use sources effectively: quoting, critiquing and synthesizing; academic honesty and plagiarism; citing sources: MLA/APA.	4 weeks
Essay structure and logical assertions; thesis statements. Introductions, conclusions and coherence. Types of essays. Reasoning methods. Argumentative essays and critical essays	4 weeks
Public Speaking and defending a position orally: topics, claims, purpose, focus and audience. Choosing and using visual aids for presentations. Debating. Class presentations.	3 weeks

### 4. METHODOLOGY AND CLASS ACTIVITIES

The methodology of this course is highly practical and therefore class attendance and active participation are compulsory. The professors will present general concepts, conventions and strategies and there will be class discussions of the readings, which will be used as models for critical analysis. Students will also do group work and peer revisions. The class will meet three sessions weekly, and the students will have 1 tutorial and two workshops. Students of *English Studies* will learn to use MLA style while students of *Modern Languages and Translation* will learn APA.

All writing assignments must be done on a computer and will be submitted in paper in class and/or uploaded onto the virtual platform. All pre-writing, outlines and drafts should form part of a portfolio made throughout the course. The portfolio should also contain any peer revisions and self-assessment. After the professor's correction,

writing assignments should be re-written and put together with the previous drafts. Revising and re-writing is an essential part of the process.

Students will make one speech and turn in several pieces of formal writing in addition to other shorter exercises. At the end of the course the portfolio containing all the assigned writing, together with the revisions, will be turned in.

Students following the continuous assessment process will have to submit weekly tasks (academic paragraphs, summarizing and paraphrasing activities, etc.), at least two essays (of different types) and prepare an oral presentation. Besides, classroom and daily work will be a RELEVANT PART of the final grade.

#### 4.1. STUDENT WORKLOAD

Class contact hours:	48 hours: <ul style="list-style-type: none"> <li>• 45 class hours</li> <li>• 2 one-hour workshops</li> <li>• 1 hour tutorial</li> </ul>
Independent learning:	102
Total hours	150

#### 4.2. Learning activities, materials and resources

Class sessions	Presentation of concepts and strategies; critical analysis of model essays. Practice of types of pre-writing, peer evaluation and other techniques. Listening to and analyzing speeches. Discussion and debating techniques. Exercises for critical thinking.
Workshops and Tutorials	Preparation of final tasks.
Individual student work	Reading model essays. Drafting and writing assignments. Practice summarizing, paraphrasing and synthesizing. Revision and re-writing. Self-evaluation tasks. Doing research for final speech and essay. Building up the writing portfolio.

## 6. ASSESSMENT

**Assessment criteria:**

**PRE-REQUISITE:**

- Oral and written ability to understand texts and express oneself in clear, fluid and accurate English at the B.2 level

- This will be a pre-requisite, prior to the assessment of the remainder of the subject, as it is an integral part of the subject.
- Students in their first year will be required to submit an official certificate of English proving that they have achieved a level B.2 in the four communicative skills (reading, writing, listening and speaking) before the end of April. Exact information about the procedure will be sent in due course. For those who cannot certify a B.2 English language level, the possibility of an internal exam will be offered at the end of the term.

#### CRITERIA FOR SUBJECT ASSESSMENT:

- Capability 1. Demonstrate the capacity to recognize, analyze, synthesize and interpret different argumentative strategies and their structure.
- Capability 2. Demonstrate the capacity to argue a point clearly in writing (well organized essay, effective use of English at a B.2 level, using supporting evidence effectively, showing independent and logical thinking).
- Capability 3. Demonstrate the capacity to speak in public effectively (arguing a position coherently, using evidence, a well-structured speech, effectively delivered with an adequate use of English at a B.2 level, showing audience awareness).
- Capability 4. Demonstrate the capacity to use different types of sources effectively and correctly (quotes, paraphrase, summaries, in-text citations and works cited, in MLA or APA style, depending on the degree).
- Capability 5. Demonstrate audience awareness and respect for different opinions and the capacity to offer constructive feedback to peers; demonstrate active class participation, effective compliance with tasks assigned and a clear effort to improve.

#### Grading criteria:

##### Outstanding-Honors (MH)

- Student not only recognizes argumentative strategies and is capable of analyzing their structure in detail but is capable of interpreting their purpose, including fine nuances and synthesizing the argument. Shows the ability to write a well-structured and original essay, arguing the point logically and convincingly, while using relevant supporting evidence and demonstrating independent ideas and critical opinions. Finds relevant and interesting sources and uses them very effectively, citing them correctly. Is capable of taking a position and delivering a well-organized, entertaining and convincing speech. Both written and oral English is correct and fluent, using specialized vocabulary and a variety in sentence structure. Uses cohesive devices well and errors are almost non-existent. Shows an excellent awareness and respect for audience and willingness to listen and offer constructive criticism. Participates very actively in class with significant contributions and completes all assignments with good results. Excellent revisions in the portfolio and notable effort to improve.

##### Excellent (SB):

- Clearly recognizes argumentative strategies and is capable of analyzing their structure, interpreting their purpose and synthesizing the argument. Shows the ability to write a well-structured essay and argue a point logically and convincingly, using relevant supporting evidence and demonstrating independent ideas and critical opinions. Finds relevant and interesting sources and uses them effectively, citing them correctly. Is capable of taking a position and delivering a well-organized and convincing speech. Both written and oral English is correct and fluent, using some specialized vocabulary and a variety in sentence structure. Uses cohesive devices well and errors are minimal. Shows an excellent

awareness and respect for audience and willingness to listen and offer constructive criticism. Participates very actively in class and completes all assignments with good results. Excellent revisions in the portfolio.

Very Good (N):

- Recognizes argumentative strategies and their basic structure. Is capable of synthesizing the argument and understanding its purpose. Shows the ability to write a well-structured essay and argue a point logically, using relevant supporting evidence. Demonstrates some independent thinking and critical opinions. Uses sources effectively and cites correctly. Is capable of taking a position and delivering a well-organized speech. Shows audience awareness and respect. Listens to others and provides peer support. Participates in class and has completed all assignments with acceptable results. Revises all tasks well.

Satisfactory (A):

- Recognizes most argumentative strategies and their basic structure. Is capable of summarizing the argument. Shows some ability to argue a point (both orally and in writing) with uneven degrees of success, but the message can be understood. There may be errors in language use which hinder meaning and/or some flaws in logic. Uses some supporting evidence. Tends towards generalizations and has few critical opinions. Uses limited sources and does not always cite correctly. Shows some audience awareness. Doesn't listen very effectively and peer support is superficial. Attends class with little meaningful participation. Has completed most assignments with acceptable results in many. Revises most tasks, but not in depth.

Fail (S):

- Barely recognizes argumentative strategies and structures. Often summarizes poorly, not grasping the key points. Tries to argue (both orally and in writing), but language ability interferes with message and/or there is no logical progression of ideas. Provides minimal evidence and tends to generalize, without any independent or critical position. Uses very limited sources or none, and does not cite correctly. Does not show audience awareness. Peer support is very superficial. Attends class with no participation or has missed many classes. Completes some assignments but with poor results in most. Does not revise effectively.

### Assessment procedures:

The course will be marked by continuous assessment except for those students who are granted evaluation by final exam, according to the University regulations. Students who follow the continuous assessment process will be assessed by:

- Class attendance and participation (all capabilities).
- Writing tasks and portfolio (capabilities 2, 3, 4 and 5).
- Essay assignments (capabilities 2, 4 and 5).
- Teaching Platform activities (language exercises, journal entries, summarizing, paraphrasing practice and self-assessment activities); (all capabilities).
- Final speech (capabilities 3, 4 and 5).

Students must submit all weekly tasks and all formal writing assignments and attend a minimum of 80% of the classes. Likewise, students must prepare and attend the workshops and tutorials and deliver a formally prepared speech. Anyone who misses a formal writing assignment, speech, workshops and tutorials or more than 9 HOURS will fail the continuous evaluation. Students who fail the continuous evaluation will be asked to take the make-up exam in the second period in June.

Students, after having requested the overall final exam option and having received the authorization to do so, will be evaluated by a comprehensive final exam covering all

the material of the course, including a critical analysis of a written piece of work, a researched academic essay and a persuasive speech. Given the characteristics of the final exam, some tasks will have to be prepared ahead of time and turned in and presented the day of the exam. Students who plan to take the overall exam should contact the professors early on in the course in order to obtain specific information about the exam, since it will assess all the competences stated in the syllabus. In order to pass this examination it is compulsory to reach at least 5 out of 10 points in each section (written exam, essay, speech).

Those who fail the ordinary evaluation will have to take the make-up exam which will be very similar to the comprehensive final exam. However, those students having followed the continuous evaluation process and not succeeded fully, will only have to re-take those aspects which the professor deems necessary in order to pass the subject.

Students are warned that **PLAGIARISM will not be tolerated**. Ideas taken from other sources regardless of whether they are quoted, summarised or paraphrased, must be adequately acknowledged. Any form of plagiarism found in the final version of a paper will be penalised and could result in the failure of the course.

## 6. BIBLIOGRAPHY

### Recommended workbooks for independent learning:

- Booth, Wayne, Gregory Colomb, Joseph Williams, Joseph Bizup and William Fitzgerald. *The Craft of Research*. 4<sup>th</sup> ed. University of Chicago Press, 2016.
- Cottrell, Stella. *Critical Thinking Skills*. New York: Palgrave, 2011.
- Godfrey, Jeanne. *How to Use your Reading in your Essays*. New York: Palgrave, 2009.
- Graff, Gerald and Cathy Birkenstein. *They Say. I Say. The Moves that Matter in Academic Writing*. Norton, 2014.
- Paterson, K. and R. Wedge. *Oxford Grammar for EAP. English Grammar and Practice for Academic Purposes*. Oxford University Press, 2013.
- Peck, John and Martin Coyle. *The Student's Guide to Writing*. 2<sup>nd</sup> ed. New York: Palgrave, 2005.
- Smalzer, William R. *Write to Be Read. Reading, Reflection, and Writing*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2006.

### Additional recommended bibliography:

- Axelrod, Rise and Charles Cooper. *The St. Martin's Guide to Writing*. 6<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2001.
- Bell, Douglas. *Passport to Academic Presentations. Student's Book*. Reading: Garnet Publishing Ltd., 2008.
- Berry, Ralph. *The Research Project: How to Write It*. 1966. 3<sup>rd</sup> ed. London: Routledge, 1994.

- Carino, Peter. *The Research Paper Simplified*. London: Harper Collins College Division, 1993.
- Fowler, H. Ramsey and Jane Aaron. *The Little, Brown Handbook*. 12<sup>th</sup> ed. London: Longman, 2011.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: Modern Language Association of America, 2009.
- Glaser, Joe. *Understanding Style: Practical Ways to Improve Your Writing*. Oxford: Oxford UP, 1998.
- Jaffe, Clella. *Public Speaking. Concepts and Skills for a Diverse Society*. 5<sup>th</sup> ed. Belmont, CA: Thomson Wadsworth., 2006.
- Lester, James D. *Writing Research Papers: A Complete Guide*. 14<sup>th</sup> ed. London: Longman, 2011.
- Manning, Anthony and O’Cain, Andrew. *Research and Referencing. Course Book*. TASK series. Reading: Garnet Publishing Ltd., 2007.
- Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing. For Writers, Editors and Speakers*. 2<sup>nd</sup> ed. New York: iUniverse, 2011.
- Powell, Mark. *Presenting in English. How to Give Successful Presentations*. Boston: Thomson Heinle, 2002.
- Raimes, Ann. *Keys for Writers. A Brief Handbook*. New York: Houghton Mifflin, 2002.
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- Schwartz, Marilyn. *Guidelines for Bias-free Writing*. Bloomington: Indiana University Press., 1995.
- Strunk, William, Jr., and E. B. White (1959) *The Elements of Style*. 3<sup>rd</sup> ed. New York: Macmillan. 1972.
- Van Emden, Joan and Becker, Lucinda. *Presentation Skills for Students*. New York: Palgrave Macmillan, 2010.

### Websites:

- MLA guide: <http://owl.english.purdue.edu/owl/resource/747/01/>
- APA guide: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Writefix: The Argument and Opinion Essay Writing Site  
<http://www.writefix.com/argument/>
- Advanced Composition for Non-Native Speakers of English  
<http://www.eslbee.com/>
- EFL Laboratory: Writing  
<http://www.amarris.homestead.com/writing.html>  
Guide on how to write university essays, coursework, assignments and dissertations
- UW-Madison Writer’s Handbook  
<http://writing.wisc.edu/Handbook/>
- University of Minnesota Online Grammar Handbook  
<http://www.tc.umn.edu/~jewel001/grammar/>