



Universidad  
de Alcalá

# Inglés Académico // Academic English

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

**Curso Académico 2019/2020**  
**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:	<i>Estudios Ingleses:</i> Fernando Castanedo Arriandiaga  <i>Lenguas Modernas y Traducción (Alcalá):</i> (por determinar)  <i>Lenguas Modernas y Traducción (Guadalajara):</i> (por determinar)
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
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.
Choosing supporting material; techniques of support. How to use sources effectively: quoting, critiquing and synthesizing; academic honesty and plagiarism; citing sources: MLA/APA.
Essay structure and logical assertions; thesis statements. Introductions, conclusions and coherence. Types of essays. Reasoning methods. Argumentative essays and critical essays
Public Speaking and defending a position orally: topics, claims, purpose, focus and audience. Choosing and using visual aids for presentations. Debating. Class presentations.

### 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 at least two workshops. Students of *English Studies* will learn to use MLA or APA referencing style while students of *Modern Languages and Translation* will master the style form the APA.

Students will make one speech and turn in several pieces of formal writing in addition to other shorter exercises. All writing assignments must be done on a computer and will be submitted in paper in class and/or uploaded onto the virtual platform so that the teacher can correct them and provide due feedback. Revising corrections and feedback is an essential part of the process.

Group and individual oral assignments shall also be prepared for performance in class, as public speaking is also an essential part of the subject.

#### 4.1. STUDENT WORKLOAD

Class contact hours:	45 class hours
Independent learning:	105 hours
Total hours	150 hours

## 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. Exercises for critical thinking. Discussion and debating techniques.
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.

## 6. ASSESSMENT

### Assessment criteria:

#### PRE-REQUISITE:

- Oral and written ability to understand texts and express oneself in clear, fluid and accurate English at the B2 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.
- Prior to the final assessment, students enrolled in Inglés Académico must submit a certificate for an official exam in English proving that they have achieved the level of B2 in each of the four communicative skills (reading, writing, listening, and speaking). Only certificates included in the recommendation by the CRUE are accepted and there are two periods for submission. Students will be duly informed in the first semester. For those individuals who, for some reason, cannot certify a B2 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.

Students need to have acquired the desirable level of competence/skills indicated in this syllabus in each of the competences specified.

### 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 activities, participation, and homework – 20%
- Writing tasks and portfolio – 40%
- Oral presentations – 40%.

Students must submit all tasks and attend a minimum of 80% of the classes. Likewise, students must prepare and attend the workshops and tutorials. Students who fail the continuous evaluation will be asked to take the make-up exam in the second period in June, 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, 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. In order to pass this final examination it is compulsory to reach a minimum score in each section (written exam, essay, speech).

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:

- 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.
- Fava-Verd , Amanda. *Essay Writing: Student's Book*. Reading: Garnet Publishing, 2015.
- 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, Ciella. *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.

- Reid, Joy and Margaret Lindstrom. *The Process of Paragraph Writing*. Prentice Hall., 1985.
- 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/>